Celebrating The Century

1901 - 2001

Trevecca Nazarene University

Catalog 2001•2002

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Trevecca
Nazarene University

2001-2002
Catalog

University Calendar 2001–2002

FALL 2001

Student Teachers Begin	August 9
Faculty/Administrator Workshop	August 17–18
President's Dinner	August 20
ACT Testing	August 23
New Student Testing, Orientation and Registration	August 25
Returning Student Registration	August 27
Classes Begin	August 28
Last Day To Register and Add Classes	September 3
Graduation Application Deadline– December 2001 Graduates	September 30
Mid-Semester Break	October 8–9
Class Advising for Spring Semester	Oct. 22–Nov. 2
Last Day to Drop a Class with a "W"	October 27
Board of Trustees Meeting	November 1–3
Heritage Week (Homecoming–Friday)	November 1–3
Thanksgiving Break	November 21-23
Final Exams	December 11–13
Graduation Application Deadline – May/August 2002 Candidates	December 31
Term for Senior Medical Technology Students (Vanderbilt)	June 11, 2001– June 28, 2002

SPRING 2002

ACT Testing	January 5
New Student Testing, Orientation and Registration	January 7–8
Returning Student Registration	January 7–8
Classes Begin	January 9
Last Day to Register and Add Classes	January 15
Mid–Semester Break	March 4–8
Last day to drop a class with a "W"	March 15
Class Advising for Summer and Fall Semesters	March 18–29
Board of Trustees Meeting	March 21–23
Easter Holidays	March 29–April 1
TNT@TNU	April 10–13
Final Exams	April 29–May 1
Baccalaureate	May 3
Commencement	May 4

SUMMER 2002

Mini-Term I	May 6–22
All Summer Term	May 6–June 14
Mini-Term II	May 29–June 14
Freshman Summer Orientation	June 20–22

TREVECCA NAZARENE UNIVERSITY
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CATALOG EFFECTIVE DATES: AUGUST 16, 2001—AUGUST 15, 2002

A Word From the President

A university catalog would be of only casual interest to many. While the "cast" is interesting, the "plot" is a little difficult to follow ... if you take it up as "collateral reading."

But for many of us, we recall picking up a university catalog as a "life–changing experience." Within its pages we found direction for our lives. Our career, our values, our network of friends, even our companion for life was hidden within its pages.

So... do not underestimate the value of this book. Read it carefully. Discover its greater meaning. It is potentially a life–changing book for you.

Sincerely,

Millard Reed
President

Trevecca Nazarene University

Trevecca Nazarene University is a fully accredited comprehensive institution of higher education located in Nashville, Tennessee. The University offers forty–three baccalaureate and four associate degree majors through ten academic departments, four divisions, and four schools. Master's degrees are awarded in religion, education, organizational management, physician assistant, library and information science, and counseling psychology. Doctorates are awarded in education and religion. While Trevecca reaffirms its primary goal of educating recent high school graduates, it has also recognized and assumed responsibility for providing innovative undergraduate and graduate programs for adults.

Trevecca's distinctiveness is that of being a holiness institution of higher education which presents a Christian interpretation of truth. While the nature of the University has changed some over the years, its mission to provide quality Christian–centered education, with an emphasis on the integration of faith and learning, has been maintained. The name "university" is especially appropriate for any institution that clearly focuses on this mission.

There are several elements that are key to Trevecca's character:

First, teaching is the University's primary responsibility. While some faculty are increasingly engaged in research, writing, and service projects, their greatest task is to teach.

Second, the focus is on a strong liberal arts preparation and a viable general education program. Today, most graduate schools and employers are calling for a more general and liberally educated graduate. Trevecca is well–suited for such requests because it has historically included the liberal arts as part of its mission.

Third, the main concern is in helping the individual student. Trevecca is a Christian community.

Fourth, spiritual life development remains at the core of its focus. Chapel attendance, required religion courses, revivals, and the spiritual commitment of the faculty and student body are a vital part of University life.

We welcome and encourage you to be a part of Trevecca Nazarene University.

Mission

Trevecca Nazarene University is a Christian community providing education for leadership and service.

Purpose

Trevecca Nazarene University, founded in 1901 by J. O. McClurkan, is a private, accredited, co-educational, comprehensive institution of higher learning that exists to meet the higher educational needs of the Church of the Nazarene. Its academic programs are based on Christian values that promote scholarship, critical thinking, and meaningful worship for students in preparation for lives of leadership and service to the church, the community, and the world at large.

As the official university of the Church of the Nazarene in the southeastern United States, Trevecca is guided by the doctrines and principles for conduct of the denomination. The school emphasizes the authority of the Bible, as well as the doctrine, experience, and ethic of Christian holiness as interpreted by the Wesleyan tradition. The University welcomes students of any religious affiliation who subscribe to its ideals and standards.

Trevecca intends that its graduates be persons who are developing holistically in the cognitive, emotional, physical, social, and spiritual areas of being. They are to be individuals of strong Christian character able to make ethical decisions based on biblical principles. Their characteristics should include competence, responsibility, compassion, and the ability to integrate Christian faith and learning in practice. The University desires that each student develop a personal relationship with Jesus Christ.

The University's curricular programs are focused principally upon traditional undergraduate education emphasizing both the liberal arts and sciences as reflected in the core curriculum and a number of professional content areas. The University also provides a variety of nontraditional and continuing education professional programs at the undergraduate and graduate levels. All University programs seek to prepare individuals for positions of leadership and service in their chosen careers.

To achieve its purpose, Trevecca employs faculty, administrators, and staff who seek to provide a supportive and challenging environment in which every student can realize his or her full potential in Christ. Therefore, employees must be committed Christians who are professionally qualified and fully committed to the mission and purpose of the school.

History

Trevecca Nazarene University was founded in Nashville in 1901 by Rev. J. O. McClurkan as the Literary and Bible Training School for Christian Workers. In 1910 the curriculum was enlarged and the name changed to Trevecca College, a name taken from an institution started in Wales in 1768 during the Wesleyan Revival.

In 1914 the College was moved from downtown Nashville to a site on Gallatin Road in East Nashville and in 1935 was established at its present location on Murfreesboro Road in Southeast Nashville. Trevecca became an official college of the Church of the Nazarene in 1917 and graduated its first four–year class in 1942. It was first accredited by the Southern Association of Colleges and Schools in 1969. Master's degree programs were added in Education in 1984, in Religion in 1987 and in Organizational Management in 1992. Others were added in subsequent years.

The University is governed by a board of trustees elected by the various districts of the Church of the Nazarene which comprise the Southeast Educational Region.

Agreed Statement of Belief

The Church of the Nazarene believes:

1. In one God—the Father, Son, and Holy Spirit.
2. That the Old and New Testament scriptures, given by plenary inspiration, contain all truth necessary to faith and Christian living.
3. That man is born with a fallen nature and is, therefore, inclined to evil, and that continually.
4. That the finally impenitent are hopelessly and eternally lost.
5. That the atonement through Christ is for the whole human race; and that whosoever repents and believes on the Lord Jesus Christ is justified and regenerated and saved from the dominion of sin.
6. That believers are to be sanctified wholly, subsequent to regeneration, through faith in the Lord Jesus Christ.
7. That the Holy Spirit bears witness to the new birth and also to the entire sanctification of believers.
8. That our Lord will return, the dead will be raised, and the final judgment will take place.

Accreditation

Trevecca Nazarene University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4500) to award associate's, bachelor's, master's and doctoral degrees. Membership in one of the six regional accrediting associations in the United States indicates that the University has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Trevecca's Teacher Education Program is accredited by the Tennessee Department of Education, and its Graduate Physician Assistant Program is accredited by the Accreditation Review Commission for Physician Assistants (ARC-PA). The Music Program is accredited by the National Association of Schools of Music.

These documents are on file in the office of the vice president for academic affairs and may be reviewed upon request.

Trevecca is a member of the American Association of Colleges of Teacher Education, Council of Independent Colleges, National Association of Independent Colleges and Universities, Association of Church Related Colleges and Universities, Council for the Advancement of Experiential Learning, Council for Christian Colleges and Universities, Tennessee College Association, Tennessee Council of Private Colleges, Tennessee Institute of Private Colleges, Christian Stewardship Association, and Tennessee Independent College and University Association.

Institutional Operational Goals

Trevecca is committed to:

1. Being a Christian university, which is guided by Wesleyan-holiness tradition, and ethical and moral values as interpreted by the Church of the Nazarene.
2. Providing students with opportunities for academic, social, emotional, physical, and spiritual growth.
3. Meeting the higher educational needs of our primary stakeholder—the Church of the Nazarene in the southeastern region.
4. Maintaining a residential campus for traditional-age students, a majority of whom are from Nazarene and other Wesleyan holiness churches.
5. Providing mission-based educational services when possible to all individuals who desire a university education in a Christian environment and from a Christian worldview.
6. Maintaining all University resources in a responsible manner.
7. Maintaining quality academic programs.
8. Increasing enrollment in all programs, if such growth does not sacrifice other core values.
9. Being a redemptive, evangelistic community of believers and learners.
10. Providing a safe and healthy learning and living environment for students and employees.
11. Improving the quality of life for students and employees in a consistent manner.
12. Exploring new technologies and innovative ways of program delivery.
13. Serving students as our primary customers.
14. Developing life long relationships with students and alumni.
15. Providing high quality support services for all aspects of the campus.
16. Maintaining a positive relationship with the Middle Tennessee community.

Institutional Educational Goals

Trevecca Nazarene University seeks to develop a graduate who:

1. Has a character capable of leadership and service shaped by the habits and practices of the Christian tradition.
2. Had developed the capacity for disciplined reflection on the faith through the ministry of the Church and exposure to the parameters of the Christian faith, especially as it is engendered in the Wesleyan holiness tradition.
3. Understands the literary, artistic, mathematical, and scientific contributions along with the persons, events, and ideas, which have given shape to civilization.
4. Has developed an appreciation for the diversity of insight and perspective evident in the global community.
5. Can write, speak, and use appropriate technologies in order to learn and communicate at a level consistent with an academic community.

6. Has the critical thinking skills and commitment to learning which will foster a lifetime of intellectual growth.
7. Sees life in its cognitive and affective; personal and relational; intellectual and spiritual; emotional, physiological, and physical dimensions in a way that engenders wholeness.
8. Has developed essential skills through practicums, internships, and other educational experiences in the larger community, which will enable him/her to become a productive influence in society.
9. Demonstrates competence in at least one academic discipline commensurate with the professional and degree standards.

The educational goals listed in each academic area are derived from or are in harmony with these institutional goals.

General Education Core Curriculum Outcomes and Objectives

Purpose of the Core Curriculum

The general education program is central to the educational mission of Trevecca Nazarene University. The program arises out of the conviction that the liberal arts are best understood through a theological situation of life and learning. The basic assumptions of the general education program reflect the medieval insight that a mature faith seeks understanding. Therefore, the program intends to engender the kind of learning that will embody the Christian intellectual life. A graduate of the program will be exposed to the broad contours of human knowledge within the resources and perspectives offered by the Wesleyan holiness tradition. The core also reflects the intellectual conviction that a meaningful life devoted to leadership and service will be most fully framed by an exposure to the literary, artistic, social, and natural perspectives within the context of the intellectual heritage of critical and creative thought associated with the Christian mind.

Outcome Areas

The program is composed of four tiers, which together prepare the student for academic work toward a specific vocation. The Foundation Tier intends to provide the basic skills necessary for a university education and life long learning. The Human Sciences Tier seeks to introduce the student to the basic social structures necessary to a meaningful life. The Natural Sciences Tier intends to give the student an understanding of the scientific method, technology, physical and biological sciences, and an appreciation of the environment. The central piece of the general education program is the Contexts Tier. This part of the program is a historically integrated sequence of courses that embrace the basic content of a Christian liberal arts education. The program also requires the student to take one unrestricted general education course. It is expected that students will take courses from the general education core over the entire four years.

The learning outcomes for the general education program are organized into six areas.

General Education Outcomes

The courses/experiences listed below each outcome will be asked to substantially, if not in every aspect, meet the outcome within the context of the discipline.

A. Area One: Christian Worldview

1. Each student will be able to articulate the Christian perspective in a thoughtful manner.
   Biblical Faith, Christian Tradition, Christian Life and Ministry

2. Each student will be able to define and apply Christian convictions to his or her own life.
   Christian Tradition, Christian Life and Ministry

3. Each student will be able to integrate the basic liberal arts and academic major with the fundamental doctrinal/moral convictions of the Christian faith.
   Christian Life and Ministry

4. Each student will be able to articulate the fundamental themes of the Scripture as well as the intellectual tools for further study of the Scripture.
   Biblical Faith, Christian Tradition

5. Each student will be able to articulate the parameters of the Wesleyan-Holiness tradition and see its connections with intellectual, emotional, spiritual, and physical life.
   Christian Tradition

6. Each student will be able to articulate the doctrinal and moral convictions of the Church of the Nazarene.
   Christian Tradition

B. Area Two: Critical Thinking

1. Each student will demonstrate an understanding and practice of various modes of intellectual thinking processes.
   Critical R/W/T, Speech Communication, Mathematics, Biblical Faith, World Civilization, World Literature, Philosophy, Christian Tradition, Christian Life and Ministry, Life Science Choice, Physical Science Choice, Foreign Language

2. Each student will demonstrate the ability to evaluate supporting evidence of various truth claims while exploring and envisioning solutions to problems.
   Critical R/W/T, Speech Communication, Mathematics, Philosophy

3. Each student will demonstrate the ability to apply critical and constructive reasoning in understanding philosophical and ethical arguments and issues.
   Critical R/W/T, Philosophical Context, Christian Life and Ministry

4. Each student will demonstrate an understanding of the research process and be able to use appropriate technology to develop research projects.
   Critical R/W/T, Speech Communication, Computer Literacy

5. Each student will demonstrate an understanding of mathematical concepts and their application to solving problems.
   Mathematics, Physical Science Choice

C. Area Three: Effective Communication

1. Each student will demonstrate writing competency by exhibiting an awareness of subject, audience, and purpose, while accurately using grammar, punctuation, and logical organization.
   English Composition, Critical R/W/T, Biblical Faith, World Literature, Philosophy, Christian Life and Ministry

2. Each student will be able to research, compose, organize, and deliver a spoken message suitable to the topic, purpose, and audience.
   Speech Communication

3. Each student will be able to listen to verbal communication for the purpose of attention, interpretation, critical evaluation, and recall.
   Speech Communication

4. Each student will be able to use appropriate technologies in order to learn and communicate.
   Computer Literacy, English Composition, Critical R/W/T, Speech Communication

5. Each student will understand the relationship between personal well-being and the capacity to engage others.
   Behavioral Choice, Christian Life and Ministry

D. Area Four: Artistic and Literary Perspectives

1. Each student will be able to read a variety of fiction and non-fiction works, Western and non-Western, with comprehension as demonstrated by the ability to identify, organize, synthesize, and evaluate main ideas and elements.
   Critical R/W/T, Philosophy, World Literature, Christian Tradition

2. Each student will demonstrate knowledge of aspects of Western and non-Western music, art, sculpture, and architecture.
   Fine Arts

E. Area Five: Scientific Perspectives

1. Each student will demonstrate an understanding of the scientific method and the parameters of scientific inquiry.
   Life Science Choice, Physical Science Choice

2. Each student will demonstrate an understanding of the principles and processes that a scientific discipline uses to understand and explain a natural phenomenon.
   Life Science Choice, Physical Science Choice

3. Each student will demonstrate the ability to understand and perform basic mathematical and statistical tasks to analyze and solve problems.
   Mathematics, Financial Stewardship

4. Each student will be able to apply scientific analysis to evaluate environmental and technological issues.

Life Science Choice, Physical Science Choice

5. Each student will demonstrate an appreciation of the stewardship of resources, as it applies to personal life and in society as a whole, from a Christian perspective.
Financial Stewardship, Life Science Choice

6. Each student will recognize the importance of personal, physical well-being as an expression of Christian stewardship.
Health and Fitness, Activity Courses

F. Area Six: Global Perspectives

1. Each student will demonstrate an understanding of personal, emotional, and relational health, as well as intellectual, spiritual, and physical well-being in order to experience and understand wholeness.
Behavioral Choice, Christian Life and Ministry, Health and Fitness

2. Each student will demonstrate an understanding of the patterns of human behavior, both past and present.
World Civilization, Institutional Choice, Behavioral Choice

3. Each student will demonstrate the ability to analyze the forces that shape institutions.
World Civilization, Institutional Choice

4. Each student will demonstrate the ability to interpret contemporary events in the context of the historical antecedents.
World Civilization, Institutional Choice, Christian Tradition, Christian Life and Ministry

5. Each student will demonstrate an understanding of the importance of Christian leadership and service in a global community.
Behavioral Choice, Christian Life and Ministry

6. Each student will demonstrate an understanding of the principles of economic management and their impact on personal and community life.
Financial Stewardship

7. Each student will demonstrate an understanding of cultural diversity, both locally and globally.
World Civilization, World Literature, Foreign Language, Fine Arts, Behavioral Choice, Institutional Choice

8. Each student will demonstrate an understanding of world religions and their relationship to Christianity.
World Civilization, Philosophy

Campus Buildings

SMITH HOUSE (1939), originally on the site where the library now stands, was formerly the president's home. The house was moved behind McKay Hall in 1960 and named after Donnie Joel Smith, a student killed by lightning the day before his graduation from Trevecca in 1959. Smith House now serves as the residence for a campus employee and has been relocated next to the Guest House behind Georgia Hall.

McCLURKAN HALL (1943) was named after the founder of Trevecca, Rev. J. O. McClurkan. Completely renovated in 1981, the building houses the Eva Green Benson Auditorium, classrooms, and faculty offices.

ADAMS ADMINISTRATION BUILDING (1944) is on the site of one of the three buildings purchased in 1937. The original structure was destroyed by fire in 1943, and the building was rebuilt one year later. The Administration Building now houses the offices of the Vice President for Academic Affairs, Vice President for University Advancement, Vice President for Financial Affairs, Academic Records, Finàncial Aid, Information Technology Services, and a conference room. The building is named in honor of Dr. Homer J. Adams for 30 years of service to the University, twelve (1979–91) as president.

TIDWELL FACULTY CENTER (1947). Tidwell Hall was built for use as a men's residence hall. The building was named in honor of the first student to enroll at Trevecca in 1901—Rev. W. M. Tidwell, a long–time pastor of Chattanooga First Church of the Nazarene. In 1974 Tidwell Hall was remodeled into a faculty center which now houses faculty offices, faculty conference rooms and lounges, and radio stations' offices.

WAKEFIELD FINE ARTS BUILDING (1954) in 1975 was named after Mr. A. C. Wakefield, a long–time song evangelist, for his contribution to church music. It houses classrooms, the Wakefield Auditorium, band and choral practice rooms, private practice rooms, Trevecca Studios (recording facility) and faculty offices.

BUD ROBINSON HALL (1954) was named after "Uncle Buddy" Robinson who was a pioneer evangelist in the Church of the Nazarene. Originally the building was a cafeteria; a second floor was added in 1965 to house women residents. In 1984 the cafeteria became the snack shop and recreation center. Between 1992 and 1995 it was remodeled to house School of Education and School of Business Management offices, computer labs, and classrooms.

MACKEY BUILDING (1961) was named after Dr. and Mrs. A. B. Mackey in recognition of their long years of dedicated service to the University. The former library was renovated in 2001 to house the School of Education offices and classrooms.

CAREER AND COUNSELING CENTER (1963) In 1997 the former president's home was renovated to house the Career and Counseling Center.

JOHNSON HALL (1963) was named after Sadie Agnew Johnson and serves as a residence hall for 100 women.

GEORGIA HALL (1966) was built as a residence hall for 120 women and includes the student clinic. Georgia Hall was named for the Georgia District in recognition of its Education Budget being paid in full during 1966.

WISE HALL (1966), for many years used as a student residence hall, now houses apartments. The building was named in honor of Rev. H. H. Wise, a long–time pastor of Nashville First Church and a strong, loyal supporter of Trevecca.

TENNESSEE HALL (1966) was named in recognition of the Tennessee District for its Educational Budget being paid in full in 1966. It serves as a residence hall for 100 women.

GREATHOUSE SCIENCE BUILDING (1969) houses the Division of Natural and Applied Sciences including laboratories, classrooms and faculty offices. Named in honor of Dr. William Greathouse, TNU president, 1963–68.

MOORE PHYSICAL EDUCATION CENTER (1969), named in honor of Dr. Mark R. Moore, TNU president, 1968–1978, includes a gymnasium, olympic–size swimming pool, handball courts, a number of classrooms, locker rooms, faculty offices and the wellness center.

REDFORD & SHINGLER APARTMENTS (1971). Redford Apartments were named after Rev. and Mrs. M. E. Redford who gave longtime service on the Trevecca faculty. The Apartments contain 30 one–bedroom apartments for married student housing. The 20 one–bedroom apartments of Shingler Apartments for married students were named after Mr. T. J. Shingler who was the founder of Southeastern Nazarene College in 1912. The college eventually merged with Trevecca in 1919.

BUSH APARTMENTS (1973) were named after Miss Carrie B. Bush, a loyal friend and benefactress of the University. The 10 two–bedroom apartments are for married students, faculty, and staff housing.

BENSON HALL (1974) was named for Mr. John T. Benson, Sr., in recognition of his loyal support of Trevecca. Benson Hall serves as a residence hall for 266 men.

TREVECCA HEALTH CARE CENTER (1976) was built by a general partnership which includes Mr. T. E. Jones, Mr. Don Jernigan, and Mr. Robert Whitcomb on a 2 1/2 acre site made available by the University. Trevecca Health Care Center is a 250–bed facility which provides medical allied health training opportunities as well as job possibilities for students.

MAINTENANCE BUILDING (1982) houses offices and equipment for maintenance, grounds, and janitorial services.

MARKS GUEST HOUSE (1982) includes seven rooms for guests or overflow student housing.

JERNIGAN STUDENT CENTER (1984), built on the site of McKay Hall, includes dining facilities, a snack shop, meeting area, bookstore, post office, student activities offices, the Student Development Office, and two conference rooms. It is named for Dr. and Mrs. Don Jernigan, benefactors of the University.

TARTER STUDENT ACTIVITY BUILDING (1989), built on to the northeast corner of the Physical Education Center, is named in honor of Rev. R. E. Tarter, founder of the Trevecca Million Dollar Club, which funded the construction of the building. Drama productions, variety shows, concerts, and seminars are but a few of the activities held in this building.

MARTIN UNIVERSITY ADVANCEMENT BUILDING (1990) houses the offices of the President, the Dean of Enrollment Services, and Admissions and Recruitment. Funds for this structure were provided by gift income. The building was named for Paul Z. and Ethel Martin, benefactors of the University.

UNIVERSITY TERRACE APARTMENTS (1996) The apartment complex was purchased and renovated for married student, faculty, and staff housing.

WAGGONER LIBRARY (2000) was named after Don and Zelma Waggoner who provided funding for the building. It houses the library collections and offices, study rooms, media labs, instructional technology offices, a computer lab, classrooms, and the Academic Support Center.

Lectureships

JOHN T. BENSON LECTURES In memory of the late John T. Benson, Sr., long a supporter and benefactor of Trevecca Nazarene University, his son, John T. Benson, Jr., has provided a fund which makes possible each year a special series of lectures with an evangelistic emphasis.

THE STALEY DISTINGUISHED CHRISTIAN SCHOLAR LECTURES Since 1947 the Student Government Assembly has sponsored an annual lecture series by a layman aimed at providing inspiration in various fields of cultural and professional interest. The Thomas F. Staley Foundation of New York began funding these lectures in 1972, and in 1976 provided an endowment for funding these annual lectures.

SLONECKER BUSINESS AND PROFESSIONAL LECTURES William T. Slonecker, M.D., has provided an endowment for annual lectures and/or seminars in business, science, and the professions. The first lectureship was presented during the 1972–73 school year.

THE DAVID K. WACHTEL LECTURE SERIES ON EVANGELISM Dr. David K. Wachtel, Sr. (1911–1977), served in the Nazarene denomination as an evangelist, pastor, and District Superintendent of Tennessee. Throughout his life he worked to promote the cause of evangelism; it was his hope that these lectures would continue to make people aware of the importance of their evangelistic mission in this world. The Wachtel Family established a fund to underwrite this annual series in his honor.

NEWELL LECTURESHIP IN THE HYMNODY OF THE CHURCH OF THE NAZARENE This lectureship is funded by Rev. Don L. Newell in honor of his wife, Margaret R. Newell, who for more than 40 years faithfully used her talents as church pianist. The purpose of this annual lecture is to preserve the essence of the hymnody of the Church of the Nazarene so that those studying for ministry can learn to assist worshipers in completing the cycle of self-expression in worship, adoration, confession, love, joy, peace and commitment through singing of hymns.

H. RAY DUNNING LECTURE SERIES ON THEOLOGY AND THE BIBLE Established in 1995 by colleagues, former students, and friends of H. Ray Dunning in honor of his life, ministry and career, the lecture series exists for the purpose of bringing to Trevecca Nazarene University outstanding scholars in the fields of theology and Bible to contribute to biblically and theologically informed dialogue among the students and faculty of the University.

Alumni Association

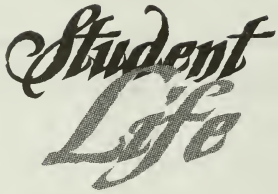
"Keeping Trevecca alive in the hearts and minds of its alumni" is a primary goal of Trevecca's Alumni Association. With graduates and former students located throughout the world, the association seeks to be the communication link between the University and its alumni.

Through the Office of Alumni Services various activities are conducted to encourage strong alumni support. These activities include Homecoming Weekend, commencement functions, special interest alumni group meetings, area chapter meetings, and annual alumni fund raising activities.

The Treveccan, issued quarterly, is the official magazine of the University and serves as the major information channel for alumni and friends. It contains a section entitled "AlumNews" which highlights alumni activities and achievements.

Student Consumer Information Sources

Information	Office
Academic Programs and Policies	Academic Affairs
Financial Assistance	Financial Aid
Graduation and Transfer Out Rates	Institutional Research
Campus Security and Crime Warnings	Student Development
Drug and Alcohol Abuse Prevention	Student Development
Protection of Educational Records (FERPA)	Academic Records
Drug Free Campus	Financial Services
Athletics	
Participation rates	
Financial Support	
Graduation and transfer out rates	
Revenue and expense information	Student Development
GED Availability	Enrollment Services
Services for the Disabled	Academic Support



University Services

Religious Life

Trevecca places special emphasis on spiritual development. The General Education Core Curriculum consists of three religion classes which seek to enhance the student's understanding of the Bible, the Christian faith and Christian service. Classes of all disciplines are regularly opened with prayer.

Chapel services are held on Tuesday and Wednesday each week at 10:30 a.m. During the semester, five special convocations for selected University events will take place on Thursdays at 10:30 a.m. Attendance requirements are outlined in the *Student Handbook*. Chapels include community worship, special inspirational speakers and lecturers and student-led chapels. Fall and spring revivals along with a student-sponsored spiritual renewal week provide helpful spiritual encouragement. A prayer chapel for private meditation and small group prayer meetings is available in McClurkan Hall. For spiritual counseling, the chaplain of the University maintains regular office hours.

Campus Ministries coordinates all religious life activities on campus and offers opportunities for involvement in ministry through three major areas: (1) Public Worship assists in planning of student chapels and the Wednesday evening Roundtable service; (2) Discipleship Ministries coordinates the dorm chaplaincy program and arranges for special prayer and Bible study experiences; (3) Hilltop Ministries plans for outreach opportunities in various areas of Christian service. In addition, the Ministry Outreach Teams (MOT) and Fellowship of Christian Athletes provide other avenues for ministry.

All students are encouraged to become actively involved in a local church.

Academic Advising and Support Services

Students are assigned to academic advisors according to their choice of field of study. The assistant academic dean, director of academic support, and coordinator of developmental education provide assistance for students with academic problems.

Academic Support Services located in Waggoner Library provides assistance in all phases of a student's academic life. English and math assistance is a specialty, but students are encouraged to bring work from other disciplines for review and revision.

Academic Support Services provides assistance for the ALEKS mathematics program. It also provides a full range of testing options, including DANTES and CLEP, and help sessions in many other needed areas, such as Greek, Hebrew, and general education courses. Students are also able to obtain individual tutors in all areas of study.

Counseling Services

The University offers a wide range of counseling/advising services to its students. Any member of the faculty, administration, or staff is willing to be available to a student who desires assistance. The Student Development Office provides a full-time staff including the dean of student development and assistant deans of student development who are available to help students solve personal and social problems. The resident directors and resident assistants in the residence halls also assist in this area. In addition, professional counselors are available to meet students' personal needs. The college chaplain is available for counseling during regular office hours and at other times by special appointment. The Career

and Counseling Center provides personal counseling, career services, internship opportunities (in conjunction with academic departments), and student employment services.

Food Services

The cafeteria is located in the Jernigan Student Center and is catered by Pioneer College Caterers, Inc. The food service director and his staff work to provide wholesome menus. A food committee meets with the food service director periodically to discuss ways and means of improving the food services. All resident students are required to participate in the boarding plan which offers unlimited access to the cafeteria and continuous food service during the hours of operation. **The cafeteria is open from 7:00 a.m. to 7:00 p.m. Monday through Friday.** Weekend hours are specified in the *Student Handbook*. Students can enter the cafeteria anytime during the hours of operation for meals, snacks, etc. During registration a snack shop credit can be purchased in conjunction with the meal plan. For an additional $40 above the regular meal plan charge, students can receive a $50 credit line in the Hub. Additional credit can be purchased in $25.00 blocks entitling them to a $27.50 value (10% discount). Guest line rates can be noted at the entrance to the cafeteria.

The *Hub*, a snack shop/food court, is located on the lower level of the Jernigan Student Center and provides students with a wide selection of foods and snacks. Marty's Sub Shop, Big Al's New York Style Pizzeria, Otis Spunkaner cookies and muffins, frozen yogurt, gourmet coffees, plus a full line of grilled to order items are among the choices available. Hours of operation are specified in the *Student Handbook*.

Housing

All non-married students under the age of 23 at the time of registration who are enrolled for six or more hours per semester and do not live at home are required to live in University residence halls and participate in the board plan. Any exceptions are granted by special permission of the dean of student development and the Student Life Council. The assistant dean of student development for residential life exercises general supervision over all of the residence halls. In addition, there are resident directors and resident assistants in each residence hall. Councils are organized to assist in all matters pertaining to residence halls. Residence hall policies are stated in the *Student Handbook*.

Trevecca offers apartments for rent on or nearby campus for married students and other personnel. The majority are one- and two-bedroom unfurnished apartments in the Bush-Redford-Shingler Apartment complex and the University Terrace Apartments. The coordinator of married student housing, who is located in the maintenance department, can give more specific details regarding the amount of rent, availability, and regulations.

Health Services

The Clinic, located on the ground floor of Georgia Hall, provides the free services of a registered nurse from 8:00 to 12:00 A.M. and 1:00 to 5:00 P.M. Monday through Friday. The campus physician may be seen by appointment from 3:00 to 5:00 P.M. Monday through Friday. Students should contact the clinic during office hours and resident directors at other times. Students may bring any injectable medications prescribed by private physicians with instructions for administration to the clinic . Clinic services are available to students, their families (children and spouses), faculty and staff. Payment is expected at the time of service. The clinic will assist in securing referrals with private physicians for the University community.

Information Technology Services

Information Technology Services (ITS), located on the ground floor of Adams

Administration Building, provides all computer, network, and telecommunications support for the campus community. All students are issued a computer account upon registration at Trevecca and must have that account to make use of the various computer labs. Students using the campus network agree to abide by the terms of the TNU Acceptable Use Policy. On-campus students are also issued a voice mailbox at the beginning of their first semester at Trevecca. This mailbox will stay with the student as long as he/she remains at Trevecca. The University also offers a long distance calling plan to on-campus students, with rates at a substantial savings above standard calling card or other plans. Additional information about any of these services should be requested through the ITS Office.

Employment

The Career and Counseling Center handles all matters relating to student employment, both on and off campus. Those desiring employment should request a job application form. Interviews for positions in various offices and other jobs should be arranged through the Career and Counseling Center. The Center also assists students in search of internship opportunities.

Post Office

The post office is located on the first floor of the Jernigan Student Center. All students are assigned a mail box in the post office upon registration. Each student is responsible for securing his or her mailbox combination and for all information sent through the mail. The post office is open from 11:00 A.M. to 12:30 P.M. Monday through Friday and closed on Saturday. Students receiving certified mail or packages and registered mail or packages will be notified by a numbered card placed in their post office mailbox and will need to present a valid I.D. to receive the mail or package. Before or after the post office hours, packages may be picked up in the bookstore.

A Trevecca student's address should be listed as follows:

Name _____
Trevecca Nazarene University, Box ___
333 Murfreesboro Road
Nashville, TN 37210-2877

Library

The Waggoner Library provides a place for quiet study and research. The library is open six days a week. The hours are posted for each semester. Books may be borrowed for a period of several weeks and may be renewed provided they are not in demand. Reserve books may be checked out for periods of two hours, two days, and one week.

Bookstore

The University Bookstore is located on the first floor of the Jernigan Student Center. The hours are 8:30 A.M.–4:00 P.M. Monday through Friday. Students may purchase required textbooks, school supplies, miscellaneous gift items, cards, stationery, and health and beauty aids. Purchases may be paid for with cash, check, or credit card (Visa or MasterCard).

Student Organizations and Activities

Publications

The Atlas, the campus newspaper, is published at regular intervals each semester. The *Darda* is the University yearbook which is published annually. Editors for both of these student publications are selected each year through an application and interview process.

Student Government Assembly

The Student Government Assembly, composed of the elected representatives of the Associated Students of Trevecca Nazarene University, serves as a liaison group between faculty/administration and students. It supervises student activities including elections and class events. The Student Government Assembly plans programs for the school year in cooperation with the dean of student development, the Student Life Council and the Cultural Arts Series Committee. It nominates student representatives to serve as voting members of faculty committees. It publicizes various honors and awards and supervises the selection process for individuals and organizations to receive the all-school awards.

Athletics

Trevecca's athletic program is divided into three basic areas: intercollegiate athletics, intramural sports, and a student activities program in the afternoons and evenings in the Moore Physical Education Center.

The Intercollegiate Athletic Program, begun at Trevecca in the winter of 1968-69, includes basketball, baseball, soccer, and golf for men and basketball, volleyball, softball, soccer, and golf for women. The Intercollegiate Athletic Program is under the administrative leadership of the Director of Athletics and the Intercollegiate Athletic Board (composed of faculty, administrators , and students). Trevecca is a member of the TransSouth Athletic Conference and the National Association of Intercollegiate Athletics. Cheerleaders for the varsity cheerleading squad are chosen each fall.

The Intramural Program is under the administrative supervision of the director of intramural athletics and the immediate sponsorship of the Trevecca Intramural Association. Sports included in the intramural program are football, basketball, volleyball, softball, golf, table tennis, badminton, track, and racquetball.

The student activities program in the physical education center during afternoons and evenings includes the use of the gymnasium, swimming pool, racquetball courts, athletic fields, tennis courts, jogging track, and wellness center.

Academic Organizations

Scholastic Departmental Organizations—are organized to develop among students an appreciation for their intended professions. They are Speech Communication—Lambda Pi Eta and Pi Kappa Delta; Business—Phi Beta Lambda; Science—Alpha Pi Chapter of Sigma Zeta, a general science club; a social work club; Education—Trevecca Association of Supervision and Curriculum Development; and the Speicher/Vastbinder Physician Assistant Society which exists to promote the concept of the physician assistant as a professional at the academic level and in the community.

Music Organizations—These include the following performing groups: Wind Ensemble, Madrigalians, Jazz Ensemble, Covenant Choir, Ambassadors, Treble Tones, Choral Union, and Trevecca Symphony Orchestra.

WNAZ–89.9 FM & WENO–760 AM—University owned radio stations serve as training facilities and provide religious and educational programming for the Nashville community. TFM-105.1 FM and 96.9 FM (on campus only) are student run and provide training for students.

Forensics Team—Trevecca students compete in a variety of intercollegiate speech contests. Traveling to several tournaments each semester, the squad members compete with speakers from other top colleges across the nation. Award-winning performances by Trevecca speakers have won the University recognition at national championships. The

team is sponsored by the Department of Communication Studies.

Dramatic Arts Program—Each year, students from all fields of study assist the Department of Communication Studies in the production of plays for the University community. These productions provide students with valuable experience in all aspects of theatre. The plays are open to the public and are attended by the Nashville community. Many of these students also receive opportunities to attend the annual American College Theatre Festival and the Southeastern Theatre Conference.

The Master Works Touring Company—A small ensemble of Trevecca students is chosen each year for this exciting, touring drama ministry/education team. This select group of actors travels to local public and private schools as well as area churches. The group performs fresh and challenging material each semester while representing the University in a uniquely powerful ministry.

Cultural Arts Series—Outstanding programs of cultural enrichment are presented during the year. Nationally known artists in various fields as well as local and regional performers participate in these events.

Honor Society—This society is composed of students (sophomores and above) who have a cumulative GPA of 3.5. Seniors with a cumulative 3.5 GPA or higher are eligible for election to the Zeta Chapter of the National Nazarene Honor Society, Phi Delta Lambda.

Clubs

Trevecca Ministerial Association—The purpose of the association is to provide a mutual support system for students who have an interest in a life of full-time Christian ministry through opportunities of fellowship, Christian leadership development, peer counseling, and ministry both on and off campus.

Intramural Association—This student organization maintains an active program of intramural athletics for both men and women. Students may participate in a variety of athletic activities throughout the year.

Service Opportunities—The Mission Club and Hilltop Ministries, coordinated through Campus Ministries, provide stimulating and challenging outlets for various types of service both on and off campus. Service opportunities are also available through the Business Department Club—Phi Beta Lamba.

Commencement Activities

Five junior students who have distinguished themselves either through academic achievement or student leadership have the honor of being junior marshals and flagbearers in the annual Commencement ceremonies. Junior students who have been selected for the following positions during the upcoming school year will be asked to participate: SGA president (school flag), senior class president (American flag), SGA vice president for religious life (Christian flag), honor society president (marshal), SGA executive secretary (marshal). If any of these individuals are not juniors or are not able to participate, replacements will be made among SGA officers in the order of positions as listed in the *Student Handbook*.

Student Conduct

High standards of Christian conduct are expected of all students. The use of alcohol, tobacco, narcotics, possession or use of fireworks or firearms on campus, and loud or questionable conduct are prohibited. Students are not to attend or participate in entertainment, the nature or reputation of which would not be in keeping with the building of Christian character or which diminishes moral perceptivity and judgment.

The University expects its students to observe standards of dress as outlined in the

Student Handbook.

All students are permitted to bring cars to campus. However, all cars must be registered with campus security and are subject to traffic control regulations of the University and Metro Nashville.

Attendance at Trevecca Nazarene University is both a privilege and a responsibility. The University may request the withdrawal of any student who fails to comply with the standards and regulations of the institution.

Admissions

Trevecca Nazarene University offers a variety of admission tracks designed to reflect sensitivity and flexibility to the diverse needs and program preferences of the individual student.

As a private Christian university affiliated with the Church of the Nazarene, Trevecca is open to any qualified student without regard to race, color, sex, age, creed, national or ethnic origin, or physical disability. Trevecca Nazarene University complies with all statutory and regulatory nondiscrimination requirements applicable to this institution in the administration of its educational policies and programs, scholarships and loan programs, equal opportunity employment practices, and athletic and other school-administered programs.

Admissions for Specific Classifications

Traditional Undergraduate

Undergraduate admissions is for the student desiring to complete an associate or bachelor degree program (or courses for personal enrichment) in a traditional track.

Write or call the Office of Admissions to obtain an Application Packet for Undergraduate Admission: Enrollment Management, Office of Admissions, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877; (615)248-1320 or (888)210-4TNU. A printable or online undergraduate application is available on our web site at www.trevecca.edu. Our e-mail address is: admissions_und@trevecca.edu.

Admissions Procedure

Applying for undergraduate admission consists of the following procedures:

Freshman

(First time college student)

1. Complete the Application for Undergraduate Admission portion of the packet.
2. Submit a $25.00 *nonrefundable* application fee with the application (*required for processing*). Make checks or money orders payable to *Trevecca Nazarene University.*
3. Submit one (1) wallet size photo of the applicant (*optional*).
4. Submit the confidential Medical Health History and Immunization Form to TNU's Student Health Clinic. This form will be sent to the candidate upon receipt of the application. All information on the form will be maintained in strictest confidence by the professional medical staff.
5. Submit an official American College Test (ACT) report (*optional requirement of applicants 23 years of age or older and/or high school graduate of five (5) years or more*). The ACT is available in local designated testing centers. The results will automatically be sent to the University if the applicant specifies Trevecca as his or her college choice. (ACT code is 4016.) The ACT data base is used in academic advising and is the official academic documentation for admission. SAT scores are acceptable although ACT is preferred. An existing ACT report can be requested by writing to the American College Testing Program, Box 414, Iowa City, Iowa 52240. ACT/SAT scores on an official high school transcript are acceptable. (SAT code is 1809.)

6. Request an official high school transcript to be mailed directly from the institution to Trevecca's Office of Admissions. A final transcript stating date of graduation must be forwarded immediately after graduation because many high school offices are closed during the summer. If one is eligible by GED, an official score report and partial high school transcript must be sent directly from each reporting institution.
7. The ACT/SAT scores are used to determine entry-level courses for English composition, mathematics, and reading. Students who place at higher levels will be able to waive beginning courses. Students who do not demonstrate college-level competencies in these areas will be required to take developmental courses one or two semesters of their first year to reach the necessary competencies to qualify for college level courses.

Transfer

1. Complete steps 1-4 under FRESHMAN procedures.
2. Request an official academic transcript be forwarded directly to TNU from EACH college previously attended.
3. Submit the Transfer Recommendation Form (*optional requirement of applicants with a bachelor's degree and/or previous college attendance was completed ten (10) or more years ago*). This form will be sent to the candidate upon receipt of the application. Transfer applicants must sign the upper portion of the form and submit it to the Dean of Students from the college or university most recently attended for forwarding to TNU's Office of Admissions.
4. Transfer students who have not earned or passed a college-level mathematics and/or English composition course at another institution should submit official ACT/SAT scores for placement at TNU. If scores are not available, placement testing will be required through the Office of Academic Support.
5. An applicant with ten (10) transferable semester hours (*15 quarter hours*) or less will need to comply with all the steps under FRESHMAN procedures.

   NOTE: The General Education requirement of Language I may be waived if the transfer applicant has completed two (2) years of the same foreign language with a 2.0 average for the 2 years in high school and submits an official high school transcript. This waiver will not be in effect for students who enter Fall 2002.

   If the applicant is a veteran and submits a copy of his/her Certificate of Release or Discharge From Active Duty (DD-214) form, he/she may receive credit for the 3-hour general education physical education requirement.

Re-admit

(*Former TNU student not registered in the previous semester*)

1. Complete the Application for Undergraduate Admission portion of the packet to initiate reactivating previous credentials. (Note: An application fee is NOT required for re-admit applicants.)
2. A re-admit applicant who has attended other institutions since leaving TNU must have an official academic transcript forwarded from EACH institution. The Transfer Recommendation portion of the packet should also be submitted from the college or university most recently attended.
3. Submit a new Medical Health History and Immunization Form if the previous

TNU clinic record has been on file beyond two years. This form will be sent to the candidate upon receipt of the application.

Re-admitted student applications will be processed through a re-admission procedure that includes confirmation from the offices of Student Development, Academic Affairs, Accounting, and the Clinic.

Transient

(*Student enrolled in another institution*)

1. Complete the Application for Undergraduate Admission portion of the packet.
2. Submit a $25.00 nonrefundable application fee with the application, unless previously paid.
3. Submit an official "letter of good standing" from the institution currently being attended. The letter must be mailed directly to TNU's Office of Admissions from the Academic Dean of the student's present institution. If the letter designates a period of enrollment longer than one semester, an additional letter will not be required.
4. Submit the Medical Health History Form only. This form will be sent to the candidate upon receipt of the application.

Upon receipt of all information and approval of a student's application, a letter of acceptance is mailed to each applicant. Applicants not approved are also notified by letter.

Admission Policies and Requirements

Admission Policy for Freshmen

A freshman applicant will be admitted to Trevecca Nazarene University provided one of the following two conditions is met:

1. A high school grade point average of 2.5 or above based on a 4.0 scale.
2. An ACT composite score of 18 or above, or SAT composite score of 860 or above.

If neither of the admissions conditions is met, a freshman applicant who has an ACT composite score of 15–17 or an SAT composite score of 720–850 **AND** a minimum high school grade point average of 2.0 on a 4.0 scale will be granted admission on academic restriction.

Restrictions are:

1. A study skills course is required during the first sememster of enrollment.
2. The student is limited to a maximum of 14 credit hours of class work.
3. The student's progress will be monitored through interviews and regular progress reports under the supervision of the assistant academic dean.
4. All developmental courses required by placement testing will be taken in specified sequence.

Restriction will be lifted when study skills and all developmental courses are completed successfully and the student has achieved a grade point average above probational level.

Admission of High School Graduates

Freshman admission requirements include graduation with a least 15 units of credit

from an approved secondary school. It is recommended that for the best preparation for college, secondary school credits should include:

English—4 units
Foreign Language—2 units
Social Science—2 units
Mathematics—2 units
Natural Science—1 unit

This background provides a broad foundation for college studies.

Trevecca accepts as the official academic admissions document, the American College Test (ACT). The ACT is used for placement testing, academic advising, and scholarships.

Early Admissions Program

The high-achieving and mature students whose school officials, parents, and others from whom the University may seek information believe they can benefit by entering college a year early may be admitted under the Early Admissions Program. To do so, these minimum requirements must be fulfilled:

1. Completion of the junior year in high school with a grade point average of 3.50.
2. Completion of at least 12 units of secondary credit, 7 of which must be college preparatory subjects (including English, 3 units; mathematics, natural science and social science).
3. A Standard Composite Score of 27 on the Enhanced ACT.
4. Provide favorable recommendations and/or approval from high school officials and others as may be designated by the Office of Admissions. If advisable, personal interviews may be requested. An applicant desiring high school graduation should ascertain from his or her high school officials whether or not college credits earned may also be applied toward requirements for a high school diploma.
5. It is desirable and may be required that an applicant enter summer school to demonstrate ability to do successful college work. In such cases, a minimum of two courses would be carried and a grade point average of 2.0 necessary.
6. Completion of all regular admission requirements.

Advanced Placement (AP)

Applicants who have participated in the Advanced Placement Program, sponsored by the College Entrance Examination Board, while they are in high school will receive credit if they earn a score of 3, 4, or 5. The official score report must be sent directly to TNU's Academic Support Office. Trevecca's CEEB Code is 1809.

College Level Examination Program (CLEP)

Scores for the College Level Examination Program will be evaluated by the director of academic support and credit assigned to the appropriate areas. Courses may be waived up to 45 hours of credit and will be entered on the student's official transcript after attendance at Trevecca for one semester. Tuition for CLEP credit received is charged at a reduced rate of $25 per hour.

Credit may be earned with minimum qualifying scores as recommended by the American Council of Education. CLEP credit awarded at other schools must also meet the above standard before received in transfer. Official score reports must be sent directly to TNU's Academic Support Office.

Defense Activity for Non-Traditional Education Support (DANTES)

Scores for the DANTES program will be evaluated by the director of academic support and credit assigned to the appropriate areas. Courses may be waived up to 45 hours of credit and will be entered on the student's official transcript after attendance at Trevecca for one semester. Tuition for DANTES credit received is charged at a reduced rate of $25 per hour.

Credit may be earned with minimum qualifying scores as recommended by the American Council of Education. DANTES credit awarded at other schools must also meet the above standard before received in transfer. Official score reports must be sent directly to TNU's Academic Support Office.

Admission of Homeschooled Students

Admission of a homeschooler to TNU requires the same documentation as any other TNU freshman applicant (i.e. submitting official ACT/SAT scores, qualifying under the Freshmen Admissions Policy, etc.). The main difference is in the generation of the homeschooler's high school transcript. TNU requires a high school transcript with all the subjects and grades taken by the student.

If the homeschooler's education is:

a. associated with a correspondence-school based organization, then the correspondence organization should provide the University with the official high school transcript.

b. parent and student designed curriculum, then the parent as the primary instructor should provide the University with the official high school transcript.

TNU recognizes homeschool transcripts under parental authorization. Umbrella school and correspondence school transcripts are also accepted.

Admission of Non-High School Graduates by GED

Applicants may be admitted on the basis of a minimum average score of 45 on the USAFI Test of General Educational Development (GED) high school level. Transcripts of all high school work must be submitted. Applicants must submit a minimum ACT composite score of 18 (860 composite on the SAT) to meet the conditions of the Admission Policy for freshmen.

Admission of International Students

International students who wish to enter the University must file their applications and complete certified copies of official transcripts, certificates, diplomas and degrees translated to English well in advance of the semester for which they seek admission.

Applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL) and submit scores earned before official acceptance will be granted. This examination is administered in many overseas testing centers. Students who wish to take the test should write directly to: TOEFL, Educational Testing Service, Box 6151, Princeton, New Jersey 08541-6151. A minimum TOEFL score of 500 is required on a paper-based test; a minimum score of 173 is required on a computer-based test.

All regular admission requirements must be completed including evidence of financial resources sufficient to pay expenses while a student at the University. Trevecca's Certification of Financial Support must be on file at the time an I-20 is issued.

International students will have the same financial policy applied to them as any other student. In addition, an advance deposit of $1,000 is held in escrow for the total period of enrollment for students coming directly from outside the U.S.A. An exception to the deposit requirement is made for students who are citizens of Canada or Mexico. The deposit must be received prior to the issuance of the letter of acceptance. Only international students with a valid immigration student status of F-1 will be permitted to register. Unless there is documented proof of reading, writing and math skills, international students will be required to register for developmental courses.

Admission of Special Students

Adult (Degree Students)

Applicants, 18 years of age or older, not having a high school diploma or a GED score of 45 may be admitted to the provisional Adult Special Program, which allows the student to prove his or her ability to do college-level work. The student will be limited to 9-12 hours of course work per semester, must earn a passing grade of S in all S/U courses, and must maintain a 2.0 GPA the first semester to be allowed to enroll for the second semester. On completion of two semesters with a passing grade of S in all S/U courses, a 2.0 GPA or better, and a minimum of 18 hours of credit, the student may petition the Admissions Committee for status as a regular student. Applicants must submit a minimum ACT composite score of 18 (860 composite on the SAT) to meet the conditions of the Admission Policy for freshmen.

Adult (Non-Degree Students)

Applicants, 18 years of age or older, not desiring to pursue a degree program may be admitted as Adult Special students or take occasional courses for personal enrichment. A maximum of 16 semester hours may be earned in this status.

High School Students

High school students, upon recommendation of the high school principal or counselor, may be granted dual enrollment admissions during the senior year in high school. Before dual admissions is granted, the applicant must take the American College Test and have the official scores sent to TNU's Office of Admissions. Such students may take University classes while completing their high school diploma.

Admission to Professional Programs

These professional programs have special admission requirements:

Church Music	Music Business
Medical Technology	Music Education
Music	Teacher Education

The specific procedures for each program are described in the music, natural and applied sciences, and teacher education department sections of this Catalog.

Transfer from Other Colleges

Applicants from other institutions seeking admission to advanced standing in the University must present evidence of honorable dismissal from the institution last attended and official transcripts of all college work taken. The institution must be a college or university accredited by a Commission on Colleges of a regional accrediting association. Any applicant who has not received an honorable dismissal from the previous institution will not be allowed to enroll at TNU until a minimum of one semester of suspension has elapsed.

A grade of D on transfer work will be accepted with the following qualifications: (1) A transfer course in which a D has been earned will not be allowed to count toward a major or minor; (2) Applicants who transfer a D grade in a course equivalent to ENG 1020—English Composition will be subject to the requirement of repeating ENG 1020 unless they have also completed the equivalent of ENG 1080—Critical Reading, Writing, and Thinking; (3) Policy will apply only to work transferred from regionally accredited institutions of higher learning. Transfer students with grade point averages below minimum standards will be entered on probation. (Refer to the system of academic probation and suspension located in the Academic Policy section of the Catalog.)

A maximum of 30 hours of correspondence work may be accepted from regionally accredited institutions. The courses accepted must be comparable to Trevecca courses.

Transfer from Non-Accredited Colleges

After one full-time semester of satisfactory work at Trevecca, a student may have credits earned at a non-accredited college reviewed for acceptance as a basis for academic standing. The procedure is to require a statement from three (3) accredited colleges that have previously accepted credits earned from the non-accredited college. Evaluation of courses will be made on an individual basis. No credit will be given for courses below C, and courses must parallel course offerings at Trevecca Nazarene University. Only hours earned (not grades or GPA) will transfer. All transfer credit issues pertaining to general education core, college-level learning, instructional quality, and course equivalency shall receive final resolution through a collaborative effort involving discipline-appropriate faculty and department coordinator, the divisional chairperson(s), school dean or vice president for academic affairs.

Credit from non-regionally accredited proprietary schools will be validated for credit only by demonstration of competency through a departmental exam or nationally recognized testing agency (e.g., CLEP). CLEP Tests will be used when available.

Transfer from Bible Colleges

Trevecca Nazarene University will accept up to 96 semester hours of credit (not grades or GPA) for courses with grades of C or above from Nazarene Bible College and other Bible colleges accredited by the American Association of Bible Colleges. Credit from Nazarene Bible College extension centers will be accepted only if the center has affiliate status (work accredited by American Association of Bible Colleges). In addition to credits accepted, applicants must meet all requirements for graduation at TNU, including general education requirements and departmental requirements.

Orientation and Testing

The orientation program is designed to acquaint each new student and his or her family with University life and University personnel.

Freshman orientation is offered in June and at the beginning of the fall and spring semesters. It includes group guidance sessions, personal counseling regarding curriculum, and social, recreational and religious events. Invitations to the orientation program are given to applicants meeting the conditions of the Admission Policy for freshmen.

The ACT/SAT scores of freshmen are used to determine entry-level courses for English composition, mathematics, and reading. Certain entering students will be required to take developmental studies courses based on their scores. Students will be placed in the Academic Enrichment Program (AEP) if they are required to take work in two developmental areas or more.

A new student will be placed in an entry-level course based on the following:

English Placement		
ACT English 28+	SAT Verbal 630+	ENG 1080–Critical Reading, Writing, and Thinking
ACT English 20-27	SAT Verbal 500-620	ENG 1020–English Composition
ACT English 18-19	SAT Verbal 450-490	ENG 1010–Introduction to Rhetoric
ACT English 17 & below	SAT Verbal 440 & below	ENG 0910–Writing Skills
Math Placement		
ACT Math 26+	SAT Math 600+	MAT 1510–Calculas I
ACT Math 24-25	SAT Math 560-590	MAT 1310–Precalculus
ACT Math 20-23	SAT Math 480-550	MAT 1055–College Algebra
ACT Math 19 & below	SAT Math 470 & below	MAT 0950–Developmental Math
Reading Placement		
ACT Reading 15 & below	SAT Verbal 400 & below	ENG 0950 –Reading Skills

Study Skills Placement

Freshmen having two (2) or more developmental course placements must also take Study Skills, INT 1010. Freshmen accepted under Academic Restriction must take Study Skills.

Transfer students who have not earned college-level mathematics and/or English credits or submitted their official ACT/SAT scores must complete assessment testing in the appropriate area(s) during orientation.

Housing Information for New Students

Resident Hall students are required to pay a $25.00 residence hall fee to reserve a room. (This is refundable if the student withdraws his or her Application for Undergraduate Admission prior to registration.) Check or money order made payable to *Trevecca Nazarene University* must be submitted to the Office of Enrollment Management. Residence Hall and roommate assignments are determined by the Office of Student Development based on the date the fee was received. A housing interview is required for students 23 years of age or older.

Trevecca offers apartments for rent on or near the campus to married students and other personnel. Inquiries should be made directly to TNU's property manager.

Non-Traditional Undergraduate

Traditionally, college education has been available only to those with time and money to spend several years away from work, and usually away from home. People who either choose or need to work often find no practical way of continuing their education. To meet the needs of the working adult, Trevecca offers the Management and Human Relations Program.

Applicants for the MHR bachelor degree-completion program must be 23 years of age, have appropriate work experience, and have at least 62 semester hours of college credit and a 2.0 GPA. Prior college work must include 30 hours of general education, consisting of nine hours in communication and humanities, six hours in math and/or the natural sciences, nine hours in the social and behavioral sciences and six more hours in any of the above. An employer reference and character reference are also required. A writing sample and math assessment will be administered during the admission process.

To obtain a catalog, schedule of classes, and application for the MHR Program, write or call: Management and Human Relations Department, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877; (615) 248-1529; (800) 818-4256. Web: www.trevecca.edu. E-mail: admissions_bac@trevecca.edu.

Post Baccalaureate Undergraduate

Post Baccalaureate admission is designed to meet the educational needs of persons already holding a bachelor's or higher degree who are seeking: 1) to meet teacher licensing/certification requirements, 2) to take courses for personal enrichment, or 3) to complete prerequisite courses for admission requirements to other academic programs.

Write or call the Post Baccalaureate Office to obtain a catalog, schedule of classes, and application for admission: Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877; (615) 248-1233. Web: www.trevecca.edu. E-mail: admissions_bac@trevecca.edu.

Graduate Programs

To encourage and provide continued professional growth opportunities, Trevecca offers the following graduate programs: **Graduate Education Program, Graduate Psychology Program, Graduate Religion Program, Graduate Management Program, Graduate Physician Assistant Program, and Graduate Library Science Program.**

Graduate Education Program

Master of Education:
- Educational Leadership: Administration and Supervision
- Instructional Effectiveness: Curriculum and Instruction

Doctor of Education:
- Professional Practices

To obtain a catalog, schedule of classes, and application for graduate admissions, write or call: Graduate Education Program, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877; (615) 248-1201; (800) 284-1594. E-mail: admissions_ged@trevecca.edu.

Graduate Psychology Program

Master of Arts:
- Counseling
- Counseling Psychology

Master of Marriage and Family Therapy

To obtain a catalog, schedule of classes, and application for graduate admissions, write or call: Graduate Psychology Program, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877; (615) 248-1417. E-mail: admissions_psy@trevecca.edu.

Graduate Religion Program

Master of Arts in Religion:
- Practical Studies
- Biblical Studies
- Theological Studies

Doctor of Arts:

Theology and Bible

To obtain a catalog, schedule of classes, and application for graduate admissions, write or call: Graduate Religion Program, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877; (615) 248-1378. E-mail: admissions_rel@trevecca.edu.

Graduate Management Program

Master of Arts:
Organizational Management

For a catalog, schedule of classes, and application for graduate admissions, write or call: Graduate Management Program, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877 (615) 248-1529; (800) 818-4256. E-mail: admissions_maom@trevecca.edu.

Graduate Physician Assistant Program

Master of Science-Medicine:
Physician Assistant

For a catalog, schedule of classes, and application for graduate admissions, write or call: Graduate Physician Assistant Program, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877 (615) 248-1783. E-mail: admissions_pa@trevecca.edu.

Graduate Library Science Program

Master of Library and Information Science

For catalog, schedule of classes, and application for graduate admissions, write or call: Graduate Education Program, Trevecca Nazarene University, 333 Murfreesboro Road, Nashville, Tennessee 37210-2877 (615) 248-1201; (800) 284-1594. E-mail: admissions_ged@trevecca.edu.

Financial Information

Schedule of Charges (2001–2002)

Tuition-Per Semester Credit Hour (1)

Undergraduate Tuition	
14-18 hours (block)	$5,424.00
1-13 hours	388.00
19+ hours	388.00
Seniors with 106 total credit hours and above (2001-2002 *only*)	339.00
Undergraduate Summer School	388.00
Undergraduate Auditing	170.00
Undergraduate Management and Human Relations	352.00
Graduate Programs	
Education	270.00
Education Doctoral	270.00
Library Science	270.00
Organizational Management	332.00
Physician Assistant	400.00
Psychology	290.00
Religion—Masters	281.00
Religion—Doctoral	339.00
Post Baccalaureate Program (2)	110.00
Continuing Education Unit (per unit)	43.00

Room and Board-Per Semester

Air Conditioned Room	1,062.00
Private Room	1,593.00
Board (Unlimited access 7 a.m.—7 p.m.)	1,390.00
Board with Snack Shoppe credit ($50 value for a cost of $40)	1,430.00

Department Charges

Science Laboratory Fee	35.00
Science Telecourse Fee	40.00
Developmental Mathematics Fee	70.00
Bowling (HPE 1110)	35.00
Golf (HPE 1040)	35.00
Foundations of HPE and Fitness (HPE 2000)	35.00
Senior Seminar (HPE 4500)	35.00
Scuba Diving (HPE 1030)	250.00
Skiing (HPE 1060)	230.00
Photography (COM 2990)	35.00
Christian Life and Ministry (Rel. majors only)	35.00
Private instruction in Music (per credit hour)	160.00
Instrument Repair (MUS 3050)	10.00
Foundations of Education (EDU 1500-PPST)	130.00

Instructional Methods (EDU 2555 NTE)	150.00
Education Course Lab Fee (EDU 433F)	20.00
Educational Media and Micro Computers (EDU 3020)	20.00
Teacher Education (student teaching)	
9 hrs. of Elementary or Secondary (EDU 4650, 4660, 4670)	325.00
3 hrs. of Elementary, Middle, or Secondary (EDU 466E, M,S)	75.00
Child Care Clinical Experience (EDU 4075)	75.00
Expressive Arts Grades K-8 (EDU 3305)	10.00
Social Studies and Humanities Grades K-8 (EDU 3315)	10.00
Math and Science Grades K-8 (EDU 3320)	10.00
Reading and Writing Grades K-8 (EDU 4125)	10.00
Teaching Reading and Writing in the Content Areas (EDU 3510)	10.00
Education Practicum Lab Fee (EDU 1010, 2011, 2012, 2013)	25.00

Special Fees

ACT Test Fee	25.00
Application Fee (non-refundable) (graduate and undergraduate)	25.00
Residence Hall Fee (3)	25.00
Damage to Residence Halls (4)	TBD
Late Registration Fee	50.00
Returned Check Fee	28.00
CLEP, DANTES, and Advanced Placement Credit (per credit hour)	25.00
Directed Study Fee (includes Reading courses)	50.00
Transcript Fee (first one free)	3.00
Graduation Fee (last semester Senior year)	50.00
Graduation Fee (Graduate degrees)	50.00
Graduation Reapplication Fee	25.00
Graduate Physician Assistant Admission Fee (applies toward tuition if actually enrolls; otherwise, non-refundable)	200.00
Prior Learning Evaluation Fee (per petition) (non-refundable)	50.00
Prior Learning Transcription Fee (per credit hour)	8.00

Additional specific charges and fees for MHR and Graduate Students are published in their respective catalogs.

(1) Senior citizens, 60 years of age or older, may audit up to 3 hours per semester tuition-free on space available basis with approval of instructor and vice president for academic affairs. Does not apply to trips, special degree programs, or course fees. If credit desired, post baccalaureate rate applies.

(2) Applies only to students who have a bachelor's degree and are not working on a second degree or major. Directed Study taken through the Post Baccalaureate Program is charged regular University tuition plus fee.

(3) Is refundable up to the day of registration if the student decides not to attend Trevecca.

(4) Damage in a residence hall for which responsibility cannot be determined will be charged on a pro rata basis to all residents during the semester. Person(s) known to be responsible for vandalism will be charged the full amount personally. Damage in a student's room is charged to the resident(s) of that room or to the person(s) known to have caused the damage.

Methods of Payment

The registration of a student signifies an agreement by the student and his or her parents to fulfill the related financial obligations for that semester and to comply with the payment policies established by the University and reflected in this Catalog. The University expects that every student will care for his or her account and believes that responsibility for handling the student account is part of the educational experience.

Expenses Are Due and Payable as Follows:

All expenses for the semester, after subtraction of financial aid awards, are due and payable before the beginning of classes for that semester. Students should come prepared to pay for their books and supplies at the time of registration.

Trevecca has established an agreement with the FACTS Management Company to administer our tuition payment plan. An **interest free payment plan** is available to enable students to more easily budget and afford their educational expenses. Students who are not prepared to pay their semester charges in full at the time of registration should contact the Accounting Office for information regarding the FACTS tution payment plan.

A one and a half percent (1.5%) interest charge will be added at the end of each month to any unpaid balance which is at least thirty (30) days old. Each semester must be paid in full before registering for a new semester. Any financial agreements between the University and its students will be binding only if such agreements are in printed or written form. Any student who has become delinquent through failure to make payment or proper financial arrangements will be subject to disenrollment until such matters are satisfactorily resolved with the Accounting Office. Should a student fail to pay his or her account in full or make acceptable payment arrangements with the Accounting Office, the account may be referred to an outside collection agency. If this becomes necessary, the student will be responsible for all costs of collection including reasonable attorney fees if applicable.

No degrees or certificates will be awarded and no transcript of credits will be issued until all financial obligations to the University are discharged in full. All sales in the bookstore are to be cash, check, or credit card. The University reserves the right to make financial changes for tuition, room, board and fees between times of publication of the Catalog.

Refund Policy

For students dropping out of school or dropping a course, the following refund policy applies to tuition and fees.* The same policy applies to moving from dorm room.

1st	Week*	100%	5th	Week	50%
2nd	Week	90%	6th	Week	40%
3rd	Week	75%	7th	Week	30%
4th	Week	60%	8th	Week	25%

After the 8th week no refund on tuition, fees and room. Board is returned on a prorated basis. No deposit or credit balance will be refunded unless all financial obligations to the University are satisfied, including housing.

*Begins first Monday after classes begin.

When sufficient space is available, a non-enrolled student may remain in University housing for one additional semester. Approval must be granted by the Office of Student Development and completed by making satisfactory financial arrangements with the

Accounting Office. Permission will be contingent upon paying (1) a partial activity fee of $75.00, (2) full board, and (3) full room cost. Full payment is due at the beginning of the semester.

Financial Aid

Trevecca Nazarene University offers a comprehensive program of financial aid in the form of scholarships, grants-in-aid, loans, and part-time employment. A student must be admitted to the University before an award will be made.

The financial aid program at Trevecca serves a twofold purpose: (1) to recognize overall academic scholarship and outstanding achievement in specific areas and (2) to assist students who find it difficult or impossible to attend college without financial help.

Student Aid is administered in conjunction with a nationally established philosophy which is based on the belief that parents are the primary resource for helping students to meet educational expenses. The student's assets also should be considered. Financial Aid becomes a bridge to fill the gap between the student's potential resources and University costs.

Any student starting Trevecca without a high school diploma or its equivalent is classified as a special student. Special students are not eligible for federal aid.

Free Application for Federal Student Aid (FAFSA)

To determine need, the University utilizes the FAFSA. All students seeking financial assistance are required to submit a copy of the FAFSA or, in the case of upperclassmen, the renewal form designating Trevecca Nazarene University as one of the recipients. The following guidelines must be followed:

1. The Student Aid Report (SAR) or Electronic SAR (ISAR) which comes as a result of the student's completion of the FAFSA, or the renewal form, must be presented to Trevecca by July 31.
2. If the SAR or ISAR has not been presented by that date, then written proof of mailing of the FAFSA can be substituted.
3. If the SAR or ISAR has not been turned in and the student does not have proof of mailing of the FAFSA, then the FAFSA signed by the parents (for dependent students) must be presented along with the previous year's tax return(s). The student's tax return, if filed, must also be submitted to Trevecca.
4. If the student has no SAR or ISAR to present, no proof of mailing, no signed FAFSA, or no tax returns, then he or she cannot register until the next semester unless he or she pays one half, or more, down. The remaining balance could be cared for from pending financial aid.
5. A SAR or ISAR presented by July 31 allows time for Trevecca to make an award, for the student to accept the award and complete any loan application(s), for Trevecca to forward the application(s) to the bank, and for the bank to forward Trevecca the money, usually by September 30. Most loans, if not all, can be back from the bank before the University would charge interest.

Deadlines

The FAFSA should be completed in the early spring for the following fall. Aid is awarded on a rolling basis, first come-first served, with March 1 serving as a priority date. Late filers have fewer chances of getting aid. Only one application is required to deter-

mine eligibility. For Tennessee residents, the FAFSA will also determine eligibility for a Tennessee Student Assistance Award. Applications should be filed in February or March, whenever possible. Awarding for first-time students begins in April. Returning students are awarded after the end of the spring semester.

A family's ability to contribute may fluctuate from year to year. Therefore, awards are made for one academic year only. Each applicant must apply annually. The processing of the free application for federal aid takes approximately six weeks at peak periods. All inquiries and requests should be directed to the Financial Aid Office.

Withdrawal from Classes

Any student who has received federal financial aid and is considering withdrawing from all classes should review the Federal return of Title IV Funds policy. An example of this policy is available in the Financial Aid Office and also on the TNU Financial Aid Website.

Federal Aid for Homeschoolers

Federal law states that, in lieu of an accredited high school diploma or GED, a student is elegible for federal financial aid if "the student has completed a secondary school education in a homeschool setting that is treated as a homeschool or a private school under state law." Homeschoolers are not required to produce a GED or take an ability to benefit test.

Satisfactory Progress for Financial Aid

All students who receive financial aid must enroll for 6 hours or more and make satisfactory progress academically. In order to assure the student makes progress both in terms of numbers of hours completed each semester and cumulative GPA, Trevecca will utilize the following satisfactory progress policy for the 2001-2002 school year:

Progress Standard

1. Semester Progress: Students MUST, as a minimum, receive a satisfactory grade in the courses they attempt each semester as outlined below:

Student enrolls for:	Student must complete satisfactorily:
12 or more hours	8 hours per semester for the first two years. After that according to the table in #2 below
8-11 hours	8 hours
6-8 hours	16 hours by end of an academic year including summer sessions

   Satisfactory grades are A, B, C, D, S, or IP (for one semester only). Unsatisfactory grades are F, U, W, or I.

2. Cumulative Progress: Students must, in addition to the above, meet the academic probation and suspension standards as outlined in the University Catalog. A student must complete his or her undergraduate degree within six years, as outlined in the following chart, except for halftime students who would be allowed up to eight years.

Academic Year	# of Credits Successfully Completed	Cumulative Hours Completed	Percent of Work Completed
1	16	16	.125
2	16	32	.25
3	24	56	.44
4	24	80	.63
5	24	104	.81
6	24	128	100%

Academic work done at other institutions (if accepted by TNU towards their degree) will count in TNU's progress standard.

Due to the remedial work allowed by regulations, TNU reserves the right, in selected (and documented) instances, to determine that a student is making satisfactory progress even though his or her cumulative progress is not meeting published institutional standards.

Financial Aid Probation

1. Students will be placed on financial aid probation for one semester if they fail to meet either standard as outlined above.
2. Removal from probation — A student will be removed from financial aid probation at the end of the next semester if he/she is enrolled and satisfactorily completes the semester as defined in 1 and 2 under progress standard.

Removal from Financial Aid

1. A student on financial aid probation who fails to meet the standards of progress for two successive semesters of enrollment will be removed from financial aid.
2. Any student who receives all F's, U's, W's, or I's, or any combination of these (no progress made whatsoever), in any semester will be removed from financial aid without a probation period.
3. After four semesters, a student who goes on academic probation will automatically lose his/her financial aid.

NOTE: Removal from financial aid does not prevent a student from enrolling in Trevecca with his or her own finances, if he or she is eligible to re-enroll.

Appeals

Students placed on financial aid probation or removed from financial aid can appeal that decision to the Scholarship Committee. The appeal must be prepared in writing and be accompanied by appropriate support documents.

Reasons that may be acceptable for the appeals are:

1. Serious illness or accident on the part of the student. This will normally require a support statement from the doctor.
2. Death or serious illness in the immediate family.
3. Other extenuating circumstances may be acceptable and will be considered.

Eligibility To Have Financial Aid Reinstated

A student may be eligible to have his or her financial aid reinstated whenever he or she enrolls without financial aid and successfully completes enough hours to satisfy the cumulative progress standard.

Trevecca offers counseling and an advising system to assist students in their efforts to achieve educational goals. The Office of Financial Aid encourages all students to use these services to help make their progress toward a degree more successful.

NOTE: This Satisfactory Progress Standard for Financial Aid applies to ALL students whether or not they are receiving federal aid and must be taken into consideration at such time as a student begins to receive federal aid.

Verification

This is the process of checking the accuracy of the information supplied by students when they apply for federal student aid. Not all students are chosen for verification. Tax returns and/or additional information will be requested from those who are chosen.

SCHOLARSHIPS

Trevecca Nazarene University annually offers scholarships to students in pursuit of their first academic degree who have exhibited outstanding scholastic achievement. Annual awards are distributed in two equal payments. A student may receive only one academic scholarship per semester. Institutional scholarships at Trevecca can be applied only to fees, tuition, room and board and can never generate a balance. Institutional scholarships require a minimum load of twelve hours each semester and will not be awarded beyond eight full-time semesters. No institutional scholarships will be given for external academic programming in which no tuition is paid to Trevecca.

All federal/state grants and private scholarships are credited first to the student's account to pay tuition costs. An exception would be any institutional/endowed scholarships specifically designated for tuition. All other institutional/endowed scholarships are to be applied to cover any remaining tuition, room, board, and book expense. Institutional/endowed scholarships will be reduced if a credit remains on a student's account after the above listed expenses have been met with grants and scholarships. Students living in campus housing other than the dorms may use a credit balance resulting from grants and scholarships to cover rent, electricity, and the equivalent of a semester's meal charges in the cafeteria. Food expense for the summer will be based on a semester cost for the on-campus meal plan. Students living in non-campus housing will not be eligible to use a credit balance generated with institutional/endowed scholarships to cover living expenses.

It is the intent of the University to use institutional funds to cover direct expenses, so as to maximize the institution's scholarship funds and to be able to assist as many students as possible.

Academic Scholarships

Freshman Scholarships

A. Freshman Scholar Award

A 100% tuition scholarship will be awarded to incoming full-time freshmen who have a standard composite score of 32 or above on the Enhanced ACT. This scholarship will be renewed as a Dean Scholarship provided a cumulative GPA of 3.75 is achieved.

B. Freshman Presidential Scholarship

A $2000 scholarship will be awarded to incoming full-time freshmen who have a standard composite score of 28-31 on the Enhanced ACT. This scholarship will

be renewed as a Dean Scholarship provided a cumulative GPA of 3.5 is achieved.

C. **Freshman Honor Scholarship**

A $1500 scholarship will be awarded to incoming full-time freshmen who have a standard composite score of 25-27 on the Enhanced ACT. This scholarship will be renewed as a Dean Scholarship provided a cumulative GPA of 3.4 is achieved.

D. **Freshman Achievement Scholarship**

A $ 1000 scholarship will be awarded to incoming full-time freshmen who have a standard composite score of 21-24 on the Enhanced ACT. This scholarship will be renewed as a Dean Scholarship provided a cumulative GPA of 3.3 is achieved.

Dean Scholarships

The Dean Scholarships are awarded at the end of the spring semester, assuming full-time enrollment for the two previous semesters, for those students with a cumulative 3.3 GPA or higher (does not include summer sessions).

A $2000 scholarship will be awarded to students with a cumulative 3.5 GPA at the end of two full-time semesters.

A $1500 scholarship will be awarded to students with a cumulative 3.4 GPA at the end of two full-time semesters.

A $1000 scholarship will be awarded to students with a cumulative 3.3 GPA at the end of two full-time semesters.

Trevecca Scholars

Scholarship awards for TREVECCA SCHOLARS are presented in lieu of Dean Scholarships to full-time* students who maintain a 4.0 GPA.

A $2300 scholarship will be awarded to students with a cumulative 4.0 at the end of two full-time semesters.

A $2600 scholarship will be awarded to students with a cumulative 4.0 at the end of four full-time semesters.

A $3000 scholarship will be awarded to students with a cumulative 4.0 at the end of six full-time semesters.

*Summer sessions or part-time semesters are not considered in the award process.

Transfer students enrolling spring or fall semester who are in pursuit of their first academic degree are eligible for the Dean Scholarship or the Trevecca Scholar Award if they meet the specified requirements. Prior to enrollment at TNU, the applicant's two previous semesters (omitting summer sessions) must be full time. Transfer students must have a cumulative GPA of 3.3 or higher. These awards for transfers are recommended by the Office of Admissions upon receipt of all final official transcripts.

Institutional Grants-In-Aid

Assistantships (Departmental)

The University offers a limited number of assistantships annually to students of exceptional ability in the various departments. Recommendations are made by the department coordinators.

Athletic Grants

Grants for Intercollegiate Athletics are awarded to students based on athletic ability and skill. Applications for this type of assistance should be made to the Athletic Department. Awards are made through the Financial Aid Office and become part of the "financial aid package."

Music, Forensics, Radio and Education Awards

A limited number of awards are made annually to music, forensic, radio, and education students upon recommendation of the music department, the director of forensics, the director of radio broadcasting, and the education department.

Student Government

Awards are made to officers of the student government and editors of student publications.

Nazarene Youth International Grants-in-Aid

Nazarene Youth International grants-in-aid funds are provided by some districts and/or district N.Y.I. organizations of the Southeast Educational Zone to assist needy and qualified students who attend Trevecca from their respective districts. Conditions under which these grants are awarded may be obtained by corresponding with the student's district superintendent or the N.Y.I. president. The award is made through the Financial Aid Office of the University.

Church Matching Scholarship

A Church Matching Scholarship of $500 annually will be credited to the school account of any student who receives a $250 scholarship from the local church (Trevecca Region) of which the student is a member. The student must be an undergraduate and enrolled at Trevecca full-time. The local church must have paid 100% of the assigned education budget for the assembly year closing the summer prior to enrollment. This scholarship is available for up to eight semesters. Church matching scholarships are credited in the first semester.

PK/MK Scholarship

An award of $2000 annually ($1000 per semester) for up to eight semesters of undergraduate classes through age 23 will be granted to children of pastors, evangelists and missionaries. Recipients must be Nazarene and take a full academic load (minimum of twelve hours). Pastors, associates/staff members and evangelists must be full-time or the largest part of their service must be given to the church.

Missionaries must be in full-time service in the Church of the Nazarene anywhere around the world.

Endowed Scholarships

Divisional and Departmental Scholarships

The number and actual amount of each of the following scholarships awarded is based on available funds. Scholarships are awarded based on full-time (12 hours) enrollment. Scholarship applications are available in February of each year. Endowed scholarships are credited in the first semester, and like academic scholarships, will be awarded for a total of only four years.

BUSINESS

Holmes Business Scholarship
This scholarship endowment is established at Trevecca by Everett L. Holmes, who is deeply committed to the need and value of Christian higher education as demonstrated by his having spent over 30 years of dedicated and effective service as a staff member and administrator of Nazarene colleges. The scholarship is provided to assist undergraduate, sophomore, junior, or senior students majoring in business administration or accounting.

Skinner Accounting Scholarship
Gerald D. Skinner, C.P.A., has provided an endowment for an annual scholarship to be awarded to a regularly enrolled junior or senior student satisfactorily pursuing an academic program in the field of accounting.

COMMUNICATION STUDIES

James Knear Scholarship
The Knear scholarship is established to benefit needy and worthy students with an interest in communications, who demonstrate social responsibility and satisfactory academic progress. The scholarship was established by Mrs. Sharon Knear, family and friends, in memory of her late husband, James Knear, a former faculty member at Trevecca.

The Norman Wimer Scholarship
Brian Brenneman, grandson, has established this scholarship to honor Norman Wimer for his lifetime commitment to the arts. This scholarship will serve to financially assist students who are pursuing dramatic arts.

EDUCATION

The Katherine S. Barber Early Education Scholarship
This scholarship was established by Charles W. and Jerry B. Powell to provide assistance to students from Mississippi who are majoring in Education with specialization in Early Childhood.

Costa-Swink Education Scholarship
This scholarship has been established to honor the Costa and Swink family members—Rev. Jerry Costa and Carole Costa, who were members of the TNU faculty, and the Swink and Costa family members who graduated from Trevecca Nazarene University. This scholarship is available to undergraduate students who are planning a career in teaching with education as their major. They must maintain a GPA of 3.0 and show financial need. The University Scholarship Committee shall select the recipients, with recommendations from the director of teacher education.

Lois M. Martin Scholarship
This scholarship is made available by Lois M. Martin in honor of her 37 years of school teaching. She wished to establish this scholarship to assist qualified full-time education majors as they prepare for the teaching profession. The University Scholarship Committee serves as the selection committee for this scholarship.

Mildred McDowell Scholarship
Ruth Cook and Faye Cullen, daughters of Mildred McDowell, along with their spouses make this scholarship available, to honor Mrs. McDowell who served for over 29 years as a teacher in the Nashville/Davidson County Metro School District. To qualify for this scholarship students must be elementary education majors and demonstrate financial need. Older, non-traditional students should receive preference.

Dr. John L. Moore Memorial
This scholarship was established in memory of Dr. John L. Moore, Associate Professor of Education at Trevecca, 1967-1971. The University Scholarship Committee shall serve as the committee for selection of recipients who are majoring in elementary education.

G. L. Pennington Educational Scholarship
This scholarship, established in 1990 in memory of G.L. Pennington, shall be awarded to worthy, full-time, regular undergraduate juniors or seniors in the Teacher Education Program who demonstrate social responsibility and satisfactory progress. The recipient and the amount of the scholarship shall be determined by the University Scholarship Committee.

ENGLISH

The Jerry B. English Scholarship
This scholarship, funded by Charles W. and Jerry B. Powell, is established to assist students who are members of Huntsville, Alabama, First Church of the Nazarene, and who are planning to major in English.

The Larry Finger Scholarship
This scholarship is funded by former students and classmates of Dr. Larry Finger in honor of his dedication to a life-long career in Nazarene higher education. The scholarship will provide assistance to students majoring in English or English education. The University Scholarship Committee shall serve as the selection committee.

GENERAL

Homer and Beatrice Adams Scholarship
A scholarship was established by contributions from constituents of the University on the 10th anniversary of President Homer J. Adams' presidency to honor Dr. and Mrs. Homer J. Adams for a decade of outstanding service (1979-89) to Trevecca Nazarene University. The scholarship shall be awarded by the University Scholarship Committee.

The Agape Scholarship
A scholarship has been made available to assist qualified full-time students attending Trevecca Nazarene University. It is the intention of the donors to assist exceptional students with high integrity and a definite financial need. The University Scholarship Committee serves as the selection committee. It will also decide the number of scholarships per year as well as the amount. The recipient should be a U.S. citizen, strong, committed Christian, have definite financial need, and be willing to send an annual thank-you letter to the donor.

Alumni Scholarship Endowment
The Alumni Association awards several scholarships each year to the children of alumni through the Alumni Scholarship Endowment Fund. Preference is given to seniors and juniors with a 2.5 or above G.P.A. and who are in good social standing with the University. Funds are made available through designated gifts and proceeds from the Trevecca Golf Classic. The principal of the fund is invested and 5% of the market value provides the scholarships.

John T. and Eva Green Benson Scholarship
A permanent scholarship has been established by Robert G. Benson in memory of his parents, John T. and Eva Green Benson. The principal of the fund shall be invested and the entire income used by the University to provide scholarships for Trevecca students. In choosing recipients consideration shall be given to those students having the highest grade point average. Financial need may also be considered.

Kenneth Berck Memorial Scholarship
This scholarship is established in memory of Dr. Kenneth A. Berck, Sr., by Hulda Harvey Berck, other family members, and friends, to benefit needy and worthy young people.

J. F. and Dollie Dunlap Scholarship
This scholarship has been established by Rev. Don Dunlap and Kathryn Riley, children of Rev. J. F. and Dollie Dunlap, to provide financial assistance to full-time students that have financial need.

J. B. and Frances Elizer Scholarship
This scholarship has been established in honor of Mr. and Mrs. J. B. Elizer to benefit needy and worthy full-time students at Trevecca. The University Scholarship Committee shall serve as the selection committee.

The Charles A. Frueauff Foundation Inc. Scholarship
The recipient or recipients should be students with need, preferably from the Appalachian region. The recipients shall be chosen by the University Scholarship Committee.

Jean Hurt Graves Scholarship
Mr. William Graves has established this scholarship to honor his wife, Jean Hurt Graves. Needy students that have exhausted every other means of financial assistance may apply for this scholarship.

Gunter Family Scholarship
Dr. Moody Gunter and Dr. Nina Gunter have established this scholarship to assist students from the North Florida District.

R. C. and Jean Henderson Living Investment Scholarship
A scholarship has been provided by a gift to Trevecca by R. C. and Jean Henderson for the benefit of qualified full-time students at Trevecca. The University Scholarship Committee shall serve as the selection committee for the recipients and must choose worthy students with financial need.

Carroll C. James Memorial Scholarship
This scholarship is established in memory of Carroll C. James, faithful member of the Rocky Mount, North Carolina, Church of the Nazarene. Awards will be made to students who have maintained passing grades the previous term and are members of the Rocky Mount Church. Funds available for award will be divided equally between students meeting the above criteria. The University Scholarship Committee shall serve as the selection committee for recipients.

Joe and Emma Lee Jared Memorial Scholarship
This scholarship has been established in memory of Joe and Emma Lee Jared by their children to give assistance to worthy and needy students. The recipients are chosen by the University Scholarship Committee.

Buford M. Jewell Scholarship
A scholarship has been established in the memory of Buford M. Jewell, a Nashville educator and former Trevecca student, to assist needy students attending Trevecca Nazarene University. The principal of the fund shall be invested and the income used by the University to provide scholarships to full-time students showing need. The recipient will be chosen by the University Scholarship Committee.

The Knippers-Cooner Scholarship
Mr. E. C. Knippers and Ms. Elzora Cooner established this scholarship in memory of

Karen K. Knippers, daughter of Mr. E. C. Knippers. The University Scholarship Committee will choose the recipient from those who are academically worthy and show financial need.

The Howard and Della Lobb and Gilbert and Ruby Murray Scholarship
This scholarship is established in memory of the parents of Laurie and Delores Lobb Murray. Students who are the founders' descendants will be given consideration over non-descendants. When no descendant applies, financially needy students with a 3.0 GPA from the North Florida District are eligible. The University Scholarship Committee is responsible for the selections.

A. B. Mackey Memorial Scholarship
A fund was established by the Alumni Association to perpetuate the memory of A. B. Mackey, who gave 46 years of service to Trevecca—26 years as president. Interest from this fund allows a limited number of scholarships to be given annually.

Mar-Chas Scholarship
This scholarship is made available in honor of Mary K. Templeton and Charles J. Powell I by their parents Charles W. and Jerry B. Powell. It will be awarded to full-time students who are children of lay-members of the Huntsville First Church of the Nazarene. A 2.0 GPA must be maintained.

Dena McBrayer Memorial Scholarship
This scholarship is made available in memory of Dena McBrayer by her family and friends. They wish this scholarship to assist promising first-time freshmen who have physical limitations.

Tennie McGhee Memorial Scholarship
This scholarship is made available in memory of Tennie McGhee who graduated from Trevecca High School in 1922. She acquired stock in the Nashville Auto Diesel College that is located on Trevecca's old campus site on Gallatin Road. She left this stock to Trevecca in her will and the earnings fund this scholarship. It is for any full-time student with a 3.0 GPA and a financial need.

Lillie Nielsen Scholarship
Raymond A. Nielsen contributed an Indian relics collection valued at $48,000 to be used in the establishment of a scholarship in memory of his mother. The interest earned by the Lillie Nielsen Scholarship fund is awarded annually to worthy students.

Roger and Belle Parker Living Investment Scholarship
This scholarship is made available by Roger and Belle Parker to assist qualified full-time students from South Carolina, with a 2.8 or higher GPA. The recipients are chosen by the University Scholarship Committee. The scholarship is based on financial need. Grants will be made available from the interest earned annually from the corpus.

The President's Cabinet Scholarship
Members of the President's Administrative Cabinet fund this scholarship in order to recognize students who have outstanding leadership qualities. The University Scholarship Committee will screen all applicants and present their nominations to the Cabinet for final selection.

Soroptimist International of Nashville Scholarship
Soroptimist International of Nashville has provided an annual scholarship to a worthy full-time female student with financial need at Trevecca Nazarene University. She must be an upperclassman with a GPA of 2.0 or more.

Nettie V. Spence Living Investment Scholarship
A scholarship has been provided from the estate of Nettie V. Spence of Mobile, Alabama, to

assist qualified full-time students at Trevecca. The University Scholarship Committee serves as the selection committee. A student must be full-time and must show financial need.

The Richard D. Steele Scholarship
Richard D. Steele has provided an endowment for a limited number of four 4-year scholarships to assist qualified full-time students with outstanding academic ability preparing for a professional career in law, medicine, certified public accountants, etc. Preference will be given to students from the state of North Carolina. The University Scholarship Committee will serve as the selection committee and determine the number and amount of each scholarship awarded annually.

M. H. and Joyce Stocks/Rose Merchant Pickard Scholarship
This scholarship is formed from the combination of the R. E. and Laura Merchant Scholarship and the M. H. and Joyce Stocks Scholarship. The University Scholarship Committee will choose the recipients from worthy students who have financial need.

Howard T. Wall, Jr. Memorial Scholarship
A scholarship has been established in the memory of Howard T. Wall, Jr. to assist students at Trevecca Nazarene University. Students should be full-time and should show financial need as well as promise. The University Scholarship Committee will choose the recipients.

Harry Wilson Scholarship
The H. M. Coyne Insurance Agency, Lebanon, Ohio, established this scholarship to honor Mr. Harry Wilson and to assist worthy full-time students attending Trevecca who have financial need and who demonstrate social responsibility and academic progress.

HUMAN PERFORMANCE

J. Dwight and Betty Ragsdale Scholarship Endowment
The Ragsdales established this scholarship to assist students in the intercollegiate basketball program with awards to be equally divided between the men's and women's program. The recipient(s) must be certified eligible according to NAIA guidelines and show evidence of financial need. Selection is made by the University Scholarship Committee with recommendations from the basketball coaches.

Elmore Vail Memorial Scholarship
This scholarship is established by David Randy Smith and Rebecca S. Smith to memorialize Mr. Elmore Vail, who was basketball coach at Trevecca from 1974-78. The scholarship will provide assistance to full-time students who are members of Trevecca's intercollegiate men's basketball team and who have financial need.

Michael Todd Welch Basketball Scholarship
This scholarship was created in honor of Michael Todd Welch, a long time manager of the intercollegiate basketball program at Trevecca. It will be awarded to athletes in Trevecca's men's intercollegiate basketball program with preference to members who are members of the Church of the Nazarene. The University Scholarship Committee shall serve as the selection committee based on recommendation by the University basketball coach. The amount to any one athlete will be determined by the basketball coach in conjunction with the Financial Aid Office. To qualify, the recipient must possess and maintain a 2.0 GPA.

Trojan Boosters Scholarship
This scholarship program is established to assist deserving student athletes that are involved in intercollegiate athletics. When gifts and income reach $100,000, the scholarship endowment will begin awarding athletic scholarships. The scholarships provided through this endowment are to be additional monies and are not to replace existing scholarship funds or monies normally budgeted to intercollegiate athletics.

MANAGEMENT AND HUMAN RELATIONS

MHR Scholarship
This scholarship was established with a contribution from a class in the MHR program in appreciation for the gratifying experience of the students in the MHR program and for the quality of this educational program. The funds from this scholarship will be awarded to students in the MHR program who demonstrate academic and social responsibility and have financial need.

MISSIONARY/MISSIONARY CHILDREN

Koy Wright Phillips and Adrienne Hollins Phillips Scholarship
This scholarship is being established to recognize the contributions of service to Trevecca Nazarene College (now University) by Koy Wright Phillips and Adrienne Hollins Phillips who each served 35 years. The scholarship will be awarded to children of Nazarene missionaries who have financial need.

McFadden Missionary Scholarship
This fund was established through the will of Winnie H. McFadden to assist students who are missionary candidates, children of missionaries and missionaries who may desire additional courses of instruction.

MUSIC

Speer Family Scholarship
This scholarship established to honor the music ministry of the members of the Singing Speer Family will provide scholarship assistance to students majoring in music with a preference for vocal performance.

PHYSICIAN ASSISTANT

Thomas M. Hyde Allied Health/P.A. Scholarship
Thomas M. Hyde has established this scholarship in memory of his parents, George M. and Doris E. Hyde. Students in the Physician Assistant or Allied Health programs may qualify for the scholarship award.

RELIGION AND PHILOSOPHY

Kelly Dianne Allen Memorial Scholarship
This scholarship is established in memory of the daughter of David and Sandra Allen by grandparents Dr. E. Drell and Geraldine M. Allen. Eligibility is limited to women students who are called to Christian ministry (excluding music ministry).

Mack and Annie Lou Anderson Scholarship
Established in memory of the Andersons, former district superintendent and wife of the Georgia District Church of the Nazarene from 1947-68, this scholarship provides a one-time gift in the amount of $250 to all first-time students that are children of Georgia District Nazarene pastors.

Marguerite Chilton Scholarship Fund
A scholarship has been established in the memory of Marguerite Chilton to assist needy and worthy students preparing for missionary work. The principal of the fund shall be invested and the income used by the University to provide scholarships to give in her memory. The recipient(s) will be chosen by the University Scholarship Committee.

Edward F. Cox Memorial Scholarship
Family members and friends have established this scholarship in memory of Dr. Edward F. Cox to benefit needy and worthy young people studying for full-time ministry.

The Greathouse Scholarship Fund
The Greathouse Scholarship Fund has been established at Trevecca as a three-year (up to 12 hours for the fall semester and 12 hours for the spring semester) scholarship to be awarded annually to one Trevecca Nazarene University graduate entering Nazarene Theological Seminary and demonstrating potential for the integration of scholarship and ministry. The Fund was established by a group of interested supporters led by Dr. William Greathouse, General Superintendent Emeritus, and Dr. Gary Allen Henecke, Pastor of Nashville First Church of the Nazarene and dedicated laymen.

Ausby E. Guyer Scholarship
An endowed scholarship has been established for needy students preparing for the ministry or missions. Recipients are chosen by the University Scholarship Committee, in consultation with the Department of Religion and Philosophy. The University Scholarship Committee will decide number of scholarships per year as well as the amount.

Dr. D. E. Hardy Memorial Scholarship
This scholarship is established in memory of Dr. C. E. Hardy, second president of Trevecca Nazarene College from 1915 to 1935. During this time he served three periods of his own presidency and the interim presidency of three others. The scholarship will be awarded to freshmen students majoring in religion.

Maxine Moore Hendershot Memorial Scholarship
This scholarship, established by Dr. H. Harvey Hendershot and Mr. Jim Hendershot, is in memory of Maxine Moore Hendershot—devoted wife and mother. The scholarship shall be awarded to students who are children of Nazarene missionaries or students themselves who are preparing for a missionary career. The scholarship shall be awarded by the University Scholarship Committee.

Mary Dell and Hobert Hendrix Memorial Scholarship
Bill and Dona Harris have established this scholarship in memory of Mary Dell (Harris) Hendrix and Rev. Hobert Hendrix. Students pursuing a degree in ministry, preaching or music, may qualify for this award.

Glen Jones Memorial Scholarship
This scholarship, established to honor the memory of Dr. Glen Jones, is to assist full-time students preparing for the ministry from the Churches of the Nazarene on the East Tennessee District. This scholarship is awarded by the University Scholarship Committee upon recommendation by the dean of the School of Religion and the district superintendent of the East Tennessee District.

Arthur E. and Flora Rhoades Kelly Scholarship
A scholarship has been made available by Rev. Arthur E. Kelly to assist married students at Trevecca who are preparing for full-time pulpit ministry. This scholarship will be administered by the scholarship committee of Trevecca with first priority going to students from South Carolina. Ministerial students with children will be given priority for this scholarship.

Kercher Memorial Scholarship
A scholarship, provided by R. Paul Kercher and Grace Kercher Boyett in memory of Rev. and Mrs. George Kercher and son, John Wesley Kercher, has been established to provide assistance to older full-time ministerial students who accept the call to the ministry later in life. The interest earned from the investment of the corpus shall be used to benefit such students as may qualify and will be selected by the University Scholarship Committee. The amount of the scholarship will depend upon the interest earned annually.

Mrs. Madeline G. Kerns Scholarship
This scholarship has been established by Wilmer (Bill) L. Kerns, Ph.D. to honor the memory of his mother Madeline G. Kerns. Awards will be to students showing a financial need with preference being given to students who are called to full-time ministry (pastoral, teaching, counseling, music) whose major is consistent with career choice.

Erskine C. Key, Sr. Memorial Mission Scholarship Fund
This scholarship has been provided by Mr. Kenneth Key of Jasper, AL, for the purpose of helping students that are preparing for ministry in missions, who demonstrate a commitment to the call to world missions and show promise of effective service. Preference shall be given to seniors.

Earnest W. McDowell Scholarship
This scholarship is funded with gifts from Ruth and Cecil Cook, and Faye and Robert Cullen, to memorialize Rev. Earnest W. McDowell, father of Ruth Cook and Faye Cullen. His love for the ministry and his family will live on through this scholarship that provides assistance to female students, from the Southeastern states, preparing for ministry or missions.

Charles W. Powell Ministerial Scholarship Endowment
This scholarship is funded by Charles W. and Jerry B. Powell in honor of Charles W. Powell, businessman and devoted churchman. The award will be made to students from Huntsville, Alabama, First Church of the Nazarene who are planning to major in religion with the preaching ministry as their calling.

Presidential Endowed Scholarship
Trevecca has a unique opportunity that has been provided by the generous gift of Dr. and Mrs. Gerald Skinner. The scholarship endowment offered by this gift will provide ten scholarships each year for promising students preparing for full-time Christian service. The funds will be allocated in the following manner:

Two (2) 50% tuition scholarships for sophomores
Three (3) 75% tuition scholarships for juniors
Five (5) 100% tuition scholarships for seniors

A special committee exists to select students eligible for this scholarship program. Students should check with Financial Aid for the eligibility criteria.

Fred Sartin Scholarship
Rev. Fred Sartin established this scholarship through a bequest to the school. It was his desire that his life and ministry be carried on through the lives of others as they preach faithfully the word of God. The scholarship will be awarded to a ministerial student that has financial need.

Audrey L. Schlamb Scholarship Fund
A scholarship endowment has been established by the last will and testament of Miss Audrey L. Schlamb, a member of the Highland Park Church of the Nazarene in Lakeland, Florida. Income from the endowment will provide assistance to men or women who are called by God to His ministry.

Frances Spear Memorial Scholarship
This scholarship is funded with gifts from the Southern Florida District Church of the Nazarene and Robert and Norma Spear to memorialize the deceased wife of Dr. Robert H. Spear. Awards will be made to students from the Southern Florida District who are planning a career as full-time minister in pastoral ministry in the Church of the Nazarene.

Earl and Elizabeth Vennum Scholarship
An annual scholarship is made available by Howard and Gladys Marks in honor of Rev. Earl and Elizabeth Vennum. At least $1,500.00 annually is awarded to a student of outstanding ability preparing for the preaching ministry. The recipient is recommended by the School of Religion in consultation with the director of financial aid.

Robert E. Yates Family Scholarship
This scholarship, created by Robert E. Yates in memory of Mr. and Mrs. Yates' son, Robert Cameron Yates, is to assist qualified full-time students attending Trevecca and preparing for full-time pastoral ministry. The University Scholarship Committee will determine the amount of the scholarship, the number of scholarships, and the recipients.

SCIENCE AND MATHEMATICS

Beach Physics Scholarship Endowment
The purpose of this endowment is to provide assistance to the same student for four years who is planning to major in physics. The scholarship is being established by Dr. and Mrs. Harold Stewart in honor of his grandfather, Ernest Beach and his mother Leona Beach Stewart. This scholarship is to be awarded only to an incoming freshman but can follow that same student in the following years if requirements are met.

Ian Alexander McGranahan Memorial Scholarship
Jeffrey and Susan McGranahan established this scholarship in memory of their 20-month-old son, Ian Alexander McGranahan. This scholarship shall be awarded to students majoring in math, science, or computer science who demonstrate financial need, who maintain a 3.0 GPA, and whose parents are ministers (priority given but not limited). Selections are made by the University Scholarship Committee.

Nyssen Chemistry Scholarship
This scholarship is funded by Margreth and Gerard Nyssen to memorialize Mrs. Margreth Nyssen and Mr. Howard Nyssen, parents of Dr. Gerard Nyssen. The scholarship will be awarded to a junior or senior who is planning a career in chemistry or a chemistry-related profession.

Stewart Physics Scholarship
Dr. and Mrs. Harold Stewart have established an endowed scholarship to provide assistance to students who are planning to major in physics. Dr. Stewart is a physics professor at the University. The scholarship will be awarded to an incoming freshman for one year only who meets the requirements of the scholarship. Financial need will be considered after all other qualifications are met.

Thompson Physics Scholarship
This scholarship is established in honor of Ruth Thompson, a teacher who provided inspiration and encouragement to Dr. Harold Stewart when he was an undergraduate science student. The purpose of this endowment is to provide assistance to students who are majoring in physics. More specific qualifications are listed in the scholarship agreement. The University physics faculty serves as the selection committee.

SOCIAL AND BEHAVIORAL SCIENCES

The Grand Four Scholarship
Charles and Jerry Powell established this scholarship to honor their four grandchildren, Melissa Templeton-Powell, Jennifer Templeton-Powell, Charles J. Powell II and Megan Powell. The scholarship will be awarded to students from the North Alabama District who are majoring in psychology. They must demonstrate academic progress and financial need. The University Scholarship Committee shall determine the recipients of this award.

Julie Smith Runyan Memorial Scholarship
This scholarship is made available by Gregory P. Runyan in memory of his wife, Julie Smith Runyan. It is established to assist qualified full-time social work majors, giving a high priority to those with financial need, as they pursue a career as a social worker, a noble and worthwhile profession.

Grants

Federal PELL Grant Program

The Federal Pell Grant, funded by the Federal Government, presently ranges in value from $400 up to $3750 depending on need. Applications are available from the high school guidance counselors, the Trevecca Financial Aid Office, and other public facilities.

Federal Supplemental Educational Opportunity Grant

The Federal SEOG, funded by the Federal Government, is made available to students with financial need who apply early and is part of a financial aid package in accordance with Federal regulations. The duration of student eligibility (enrolled at least half-time) is for the period required for the completion of the first undergraduate bachelor's degree. Awards will range from $200 to $2000 annually.

The Tennessee Student Assistance Award

The State of Tennessee has appropriated limited funding to assist Tennessee residents with Awards from $1938 to $4530. Awards are made by the Tennessee Student Assistance Corporation and are based on need. A Free Application for Federal Student Aid is required. Applications for this program are available from high school guidance counselors, the Trevecca Financial Aid Office, or the Tennessee Student Assistance Corp., Suite 1950 Parkway Towers, Nashville, TN 37219-5097. The priority deadline for making application (including a completed Free Application for Federal Student Aid) is April 1. Applicants are urged to have their information in the mail by mid-March.

Loans

Federal Perkins Loan Program

The Federal Perkins Loan Program provides money to students with established need at a low interest rate and long term repay. The loans bear no interest to the borrower until nine months after graduation or interruption of study; then the interest rate is 5% of the unpaid balance. The minimum monthly repayment is $40.00. Loan repayment may be deferred for periods during which a borrower: (1) is at least a half-time student; (2) is pursuing a course of study in an approved graduate fellowship program or approved rehabilitation training program for disabled individuals excluding a medical internship or residency program; (3) is unable to find full-time employment, but not in excess of three years; (4) may be suffering an economic hardship, but not in excess of three years; and, (5) is engaged in service described under the cancellation provisions.

Federal Stafford Loan Program

- Long term, variable interest rate not to exceed 8.25%.
- Undergraduate students enrolled for at least 6 credit hours.
- Graduate students enrolled for at least 3 credit hours.
- Need based; must apply for Pell Grant.

- Up to $2,625 per year for first, and $3,500 for second year undergraduates; $5,500 per year for undergraduates who have successfully completed the first and second year but have not completed their program; $8,500 for graduate or professional, maximum total of $23,000 for undergraduates or a total of $65,500 for undergraduate and graduate study combined.

Federal Unsubsidized Stafford Loan Program

The annual as well as the aggregate loan limits are the very same as the Subsidized Stafford Loan (less amounts borrowed under that program) for dependent students. However, the independent student can borrow additional funds through the Federal Unsubsidized Stafford Loan Program. Loan limits may vary according to the student's year in college. The interest rate and cap is the same as the Subsidized Stafford, except the borrower is responsible for accrued interest. Interest may be capitalized at the borrower's request.

Federal Parent Loan Program (Plus)

- Long term, variable interest rate not to exceed 9%.
- Repayment starts within 60 days after loan is disbursed

On all the Federal Family Education Loan Programs mentioned above, there is an origination fee of 3 %. These fees will reduce the net amount of the loan proceeds.

Employment

Federal College Work Study Program

Federal funds are available at Trevecca to assist students who have established that they need part-time employment in order to pursue their college studies. FCWSP jobs may be on campus or at an off-campus nonprofit agency. FCWSP employment is determined by the student's need, skills, and willingness to work, the availability of funds, and job vacancies. Job listings are maintained in the Career Planning Office.

Campus Employment

A limited number of Trevecca funds are available for students who have established need and who do not qualify for FCWSP. TNU campus employment is determined by the student's skills and willingness to work, the availability of funds, and job vacancies. Job listings are maintained in the Career Planning Office.

Off-Campus Employment

The Career Planning Office will assist students in locating community work opportunities. Job listings are maintained in the Career Planning Office.

Other Aid Programs

Vocational Rehabilitation

Students who feel they may qualify under this program should contact their local office or the Academic Records Office of Trevecca Nazarene University.

Benefits for Veterans

Veterans may be eligible for educational assistance under Public Law 94-502 and 95-202, 96-342, 96-466, 98-525, 99-576, and 100-48. Application should be made to the Veterans Administration regional office having custody of the veteran's file.

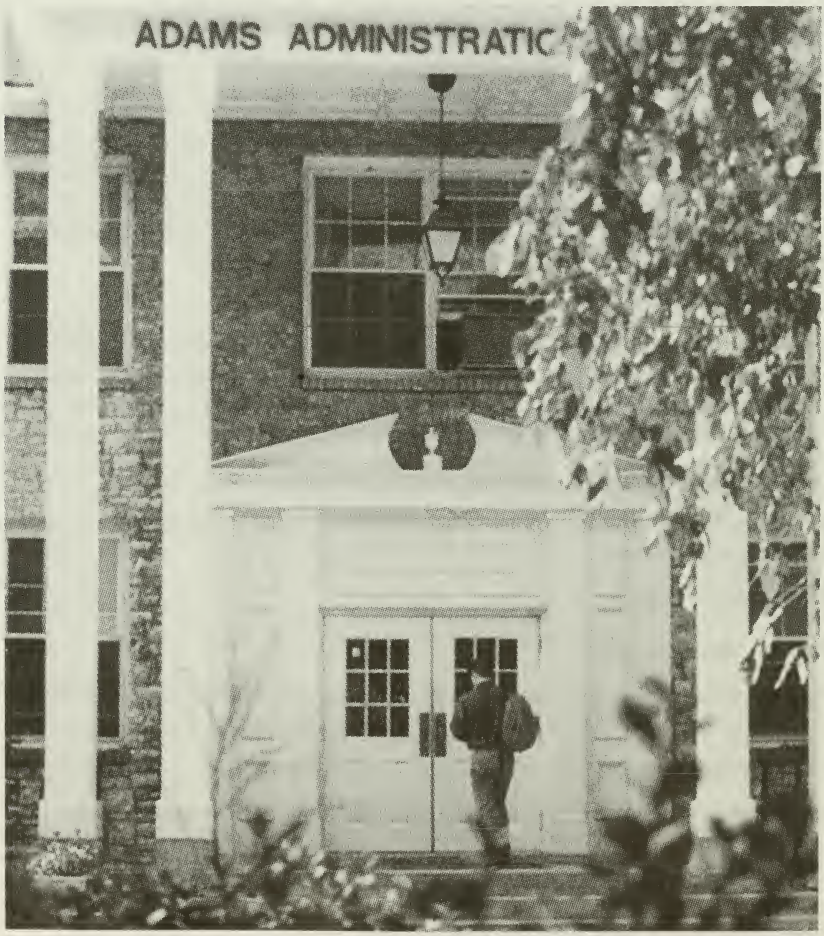
Public Law 634 and Public Law 90-631 provide educational assistance to (1) widow, sons, and daughters of deceased veterans who died while in service, or after discharge from a service-connected disability; and (2) wives, sons, and daughters of veterans who have service-connected disability considered to be total and permanent in nature. Application should be made to the Veterans Administration regional office having custody of the veteran's file.

Under the provisions of Public Law 894, veterans who, as a result of a service connected disability, require re-training or other vocational rehabilitation, may be entitled to educational assistance. Inquiry should be made to the Veterans Administration regional office having custody of the veteran's file.

Certificates of eligibility to be used at registration will be issued by the appropriate regional office of the Veterans Administration to those who are eligible for educational benefits. Questions regarding veterans' benefits at Trevecca should be directed to the director of academic records.

Company Aid

Many employers have scholarships and/or loans for children of their employees. Parents should investigate this possibility.



Academic Policies

The Academic Council, a committee of faculty, administrators, and students, is responsible for developing the academic policies of the University. The Teacher Education Committee is responsible for Teacher Education policies, and the Graduate Council sets policy for graduate programs. The items listed below are an attempt to answer student questions concerning the most frequently asked items of academic information for undergraduate programs.

General Academic Information

Classification

Students are classified at the beginning of each semester on the basis of work already completed as follows:

Freshman:	Approved entrance credit
Sophomore:	32 semester hours college credit
Junior:	64 semester hours college credit
Senior:	96 semester hours college credit.

Full-time: Students carrying 12 hours or more each semester. Participation in intercollegiate athletics, college traveling groups, academic scholarships, student government scholarships and most financial aid programs require this minimum academic load. Students should be aware that completing only 12 hours per semester will not enable them to graduate in eight semesters and that some programs may require more then eight sixteen-hour semesters to complete.

Part-time: Students currently enrolled for fewer than 12 hours of work for college credit, with the exception of seniors who may lack less than the minimum load of meeting graduation requirements in their senior year.

Limitation of Student Load

The average load is 16 hours; the maximum is 18 hours. Students may not register for more than 18 hours unless their grade average for the preceding semester was a "B" and they have the approval of the assistant academic dean. Students who work should limit their academic loads according to the number of hours they work and their level of ability.

Registration

All presently enrolled students are expected to submit a pre-registration schedule of courses to the Academic Records Office on assigned dates during the fall and spring semesters. This schedule is made out by the student with the assistance of the faculty advisor and requires the signature of the advisor. A late fee is charged for submission of the registration schedule after classes have begun.

The last day to add classes is five days after school starts in any semester including the first day of classes.

Summer School

The University operates on the basis of two semesters during the regular school year (August-May). In addition, summer terms are available with regular courses and selected

special course offerings. Two 2 1/2 week mini-terms of morning classes are offered, one in May and one in June. Classes that span the length of both mini-terms are offered in the afternoon. Evening courses are offered in both time periods.

Course Numbering System

1000–Freshmen	3000–Juniors
2000–Sophomores	4000–Seniors

In course listings, numbers enclosed within parentheses opposite the course number and name represent the number of credit hours awarded for the course.

Academic Advising

Students are advised by faculty in the major field of study chosen by the student. The successful planning and completion of the requirements for graduation are the joint responsibility of the student and the advisor. To change a major and/or advisor, the student must submit a request through the Academic Records Office.

Degrees

Trevecca Nazarene University grants four baccalaureate degrees: Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science, and Bachelor of Science in Social Work. Two associate degrees, Associate of Arts and Associate of Science are also offered. General requirements for completion of a degree program are listed below. Degrees are awarded only with approved majors. A list of degrees with approved degree majors is provided in the section "Programs by Schools, Divisions, and Departments."

Approved Degree Majors

A degree major at Trevecca Nazarene University is a prescribed coursework plan within a broader curricular area (e.g., Religious Studies Major in the curricular area of Religion and Philosophy). Majors offer students an opportunity to focus their learning on theories, skills, and applications relevant to their course of study and the broad curricular area from which the major is offered. Degree majors generally have credit-hour requirements of 30 to 45 semester hours. However, there are professional majors which require 60 semester hours. Specific requirements for a major are listed under each department in this catalog.

Minors

Minors allow for additional concentrations of study. Some are required with particular majors; most are options which may be added to any major or minor creating options for personal enrichment or career enhancement. Requirements vary from 15 to 36 hours.

Professional Cores

Professional cores are courses required for many majors which focus on the more practical applications of the content of the major courses. The professional cores are referred to as concentrations, emphases, options, support courses and minors. Requirement may vary from 12 to 36 hours.

Second Major

In place of a minor, some students may have the option of completing a second major by completing all of the specific requirements which are unique to that major, including general education coursework, with the exception of a supporting minor. If the student chooses to meet requirements for a second major, that student must declare an approved degree major as defined above. The degree major will be listed as such on the official transcript and will be the degree included on the student's diploma. The second major

will be listed as "second major" on the student's official transcript.

Second Degree

A second Bachelor's degree may be obtained with a minimum of 32 hours of coursework which is in addition to the requirements for the first degree, including meeting all general education, major coursework, and minor coursework requirements for a second major. In no case will more than one degree be conferred upon a candidate on any one conferral date. Second degree candidates are eligible for graduating honor ranks, Honor Society and Dean's List, but not for membership in Phi Delta Lambda.

Curriculum Decisions

All department majors, minors and professional cores are approved by the University's Academic Council or Teacher Education Committee and published with their credit-hour requirements in the *Trevecca Catalog*.

Requirements for Graduation

Requirements for B.A., B.B.A., B.S., and B.S.S.W. Degree

The degree of Bachelor of Arts, Bachelor of Business Administration, Bachelor of Science, or Bachelor of Science in Social Work is conferred upon successful completion of a major, at least one minor, and 61 (or appropriate variation) hours of General Education courses which must be taken by the end of the junior year (except REL 4000). These General Education Core Courses have been selected to give a broad liberal arts training as a foundation to students majoring in any field.

The following provisions apply to all 4-year degrees:

Completion Requirements:

1. The candidate must complete a total of at least 128 semester hours of credit with a 2.00 grade point average. Some programs may require more than 128 hours.
2. The senior year must be taken in residence at Trevecca Nazarene University, with a minimum of 32 semester hours for a bachelor's degree and 16 semester hours for an associate's degree. A summer graduate must be within 12 hours of graduation and have a workable plan for completing his or her degree in order to participate in the May graduation ceremony. No student may graduate with less than 32/16 hours (exclusive of testing, PLC, military, and correspondence credit) earned at Trevecca.
3. A student is to graduate under the terms of the catalog at the time of his or her graduation or the one immediately preceding.
4. A candidate must make application for graduation by the following dates:

December 2001 candidates	September 30, 2001
May 2002 and August 2002 candidates	December 31, 2001

5. The graduation fee must be paid by the following dates:

December 2001 candidates	November 1, 2001
May/August 2002 candidates	April 1, 2002

6. All work must be completed and grades recorded in the Academic Records Office prior to the specified conferral date: December 31, 2001; May 4, 2002; or August 15, 2002. In the event requirements are not met by the specified confer-

ral date, the candidate must reapply for graduation and pay a reapplication fee.

Curricular Requirements

7. The candidate must have completed a department-approved major with 2.0 average or better in the major field. A minimum of C- is required of courses counting on a major. Each major must include at least 25% of courses at the 3000/4000 level with prerequisites.
8. The candidate must also present an approved minor or a second major. Careful selection of electives will allow a second major and expanded career opportunities.
9. A 3-hour general elective not required in major, minor, core, or general education is required in every student's program.
10. A student is limited to 62 hours (30 for associate degree) credit for work not listed as course work in the Catalog with the following limits by category within the 62 hours:

    45 hours (22 associate) of testing (AP, CLEP, DANTES)
    30 hours (15 associate) correspondence
    32 hours (15 associate) PLC
    32 hours (15 associate) military

11. The candidate must take a minimum of 12 hours of courses in the major at Trevecca.
12. On a degree program, the candidate is limited to 12 hours of directed study, 8 hours of internship (exclusive of Student Teaching), and 4 hours of practicums.
13. A candidate expecting to teach must meet licensure requirements under the guidance of the faculty advisor and the Director of Teacher Education. A teacher education student must pass the NTE Core Battery and specialty test(s) in order to meet state licensure requirements.

Basic Skills Competency Requirements

14. A candidate, including a transfer student, who fails to establish competency in the skills indicated by course titles through ACT scores will be required to establish competency by taking the following courses graded on an S-IP basis. Enrollment in these courses is required as a condition of enrollment in other regular courses and will be required each semester until competency is attained. These hours will be in addition to the 128 hours required for graduation:

ENG	0910	Writing Skills	3 hours
ENG	0950	Reading Skills	3 hours
MAT	0950	Developmental Mathematics	3 hours
INT	1010	Study Skills*	2 hours

*Study Skills carries regular university credit, a letter grade, and is required of any AEP student who is taking a combination of reading and writing skills and math courses. Students enrolled on academic restriction are also required to take Study Skills.

15. The candidate must meet the following General Education requirements which should be taken during the freshman and sophomore years but no later than the junior year, with the exception of REL 4000.

General Education Curriculum

Please note that some general education requirements may vary for a particular major. Music, Education, Science, and Religion curricula all have variations. Consult the program listing in the Catalog and an advisor for the program.

Foundations Tier **23 or 24 hours**

- ENG 1020 – English Composition (3)
- ENG 1080 – Critical Reading, Writing, and Thinking (3)
- COM 1010 – Speech Communication (3)
- Mathematics – 4 hours (Choose one)
  - MAT 1040 – Concepts of Mathematics (4)
  - MAT 1055 – College Algebra (4)
  - MAT 1310 – Pre-Calculus (4)
  - MAT 1510 – Calculus I (4)
- Computer Literacy – 2 or 3 hours (Choose one according to major)
  - CIS 1500 – Computer Literacy (2) (*may be waived by a computer literacy exam)*
  - CIS 2000 – Microcomputer Applications (3)
  - SCI 2100 – Microcomputer Applications for Science and Math (3)
  - MUS 2000 – Technology for Music Majors (2)
- BUS 2010 – Financial Stewardship (2)
- Health and Fitness – 3 hours
  - HEP 1000 – Health and Fitness (1)
  - Activity (1)
  - Activity (1)
  - *Varsity athletics do not count toward this requirement.*
- Foreign Language (3)
  - *Beginning with 2002 freshmen, high school language will not substitute.*

Human Sciences Tier **6 hours**

- Institutional choice: (Choose one)
  - ECO 2000 – Principles of Macroeconomics (3)
  - ATH 3010 – Introduction to Anthropology (3)
  - POL 2020 – American Political Institutions (3)
  - SWK 1200 – Introduction to Social Work (3)
  - HIS 1400 – World Civilization I or HIS 1450 – World Civilization II (3) (whichever is not used to satisfy the World Civilization Context in the Contexts Tier)
- Behavioral choice: (Choose one)
  - PSY 2010 — General Psychology (3)
  - SOC 2010 – General Sociology (3)
  - COM 2010 – Interpersonal Communications (3)

Natural Sciences Tier **8 hours**

- Life Science Choice: (Choose one)
  - SCI 1500 – Life Science (4)
  - SCI 2000 – Introduction to Environmental Science (4)

BIO 1510 – General Biology I (4)
Physical Science Choice: (Choose one)
SCI 1600 – Physical Science (4)
SCI 2510 – Earth and Space Science (4)
CHE 1010 – Principles of Inorganic and Organic Chemistry (4)
CHE 1040 – General Chemistry I (4)
PHY 2000 – Physical Geology (4)
PHY 2110 – General Physics I (4)

Contexts Tier **21 hours**

REL 2000 – Introduction to Biblical Faith (3)
World Civilization – 3 hours (Choose one)
HIS 1400 – World Civilization I (3)
HIS 1450 – World Civilization II (3)
ENG 2000 – World Literature (3)
MUS 1500 – Fine Arts (3)
Philosophy – 3 hours (Choose one)
PHL 2010 – Introduction to Philosophy (3)
PHL 3070 – Ethics (3)
REL 3000 – Christian Tradition (3)
REL 4000 – Christian Life and Ministry (3)

General Elective **3 hours**

Cannot be required in any major, minor, or professional core even if total number of hours exceeds the required 128.

TOTAL NUMBER OF HOURS **61 or 62 hours**

General Education Waiver and Substitution in Major or Minor

Course work can count toward the completion of a major or minor and simultaneously satisfy a general education requirement. This can be done by: (a) **waiver** of a general education requirement when the completion of a course listed as part of the general education core directly contributes to the fulfillment of a major or minor, as approved by the department; (b) **substitution** of one or more courses completed to fulfill a major or minor for a course in the general education core in the same field, as approved by the Academic Council.

Requirement for the A.A. or A.S. Degree

In addition to the above 4-year degrees, Trevecca offers the Associate of Arts degree and the Associate of Science degree in selected paraprofessional programs of study. These 2-year programs are career-oriented and require approximately one year in general education including six hours of required religion courses. The balance of the program is in the specialty area selected. The University requires 64 semester hours of work with a 2.00 grade point average for graduation with the A.A. or A.S. degree. The residency requirement for the A.A. or A.S. degree is 16 hours (exclusive of credit not listed as course work in the University Catalog).

Academic Enrichment Program

Trevecca's Academic Enrichment Program (AEP) is a special program for students who are granted admission on academic restriction or required to take work in two or more competency areas based on their ACT scores in English, math and reading. Students placed in developmental courses must register for them during their first semester of attendance and must successfully complete their required classes by the end of their second semester. Students receive only institutional credit for developmental courses. Developmental classes do not count toward graduation. Developmental courses, with the exception of Study skills, are graded on an A, S, IP, U, and F basis.

English

Students with English ACT scores of 17 and below will be placed in a writing skills course.

Math

Students with math ACT scores of 19 and below will be placed a developmental mathematics course.

Reading

Students with reading ACT scores of 15 and below will be placed in a reading skills course.

Study Skills

- carries regular University credit.
- required of students placed in two or more developmental courses.
- required of students granted admission on academic restriction.
- graded on a regular letter grade basis.

See Academic Probation and Suspension section for AEP Suspension and Probation policies.

Students required to take these courses may not withdraw unless they are withdrawing from all University courses. Any variation in the requirements must be approved by the Academic Support Committee.

Academic Probation and Suspension

To encourage and ensure satisfactory progress toward a degree, the Office of the Vice President for Academic Affairs administers the following system of probation and suspension. As a student advances in class, the minimum academic level increases according to the following scale to assure that the 2.0 minimum average requirement is met for graduation.

Probation Limits By Student Classification

Classification	Hours Attempted	Probation Level
Four-Year Degrees:		
Freshman	0-31	less than 1.60
Sophomore	32-63	less than 1.80
Junior	64-95	less than 1.95
Senior	96-completion	less than 2.00

Two-Year Degrees:		
First Year	0-31	less than 1.80
Second Year	32-64	less than 2.00

All students' records will be evaluated at the end of fall and spring semesters. Probation and suspension will be based on the cumulative grade point averages of each of these semesters. Transfer students with grade point averages below minimum standards will be entered on probation.

Probation: designation after the first semester in which a student fails to achieve the minimum GPA for his or her class standing. Students on probation are required to have their class schedule approved by the assistant academic dean before they are allowed to register and are required to maintain a 2.0 average for courses taken during the semester of probation to avoid suspension the following fall term. Social restrictions for resident students on probation are outlined in the *Student Handbook*. Students on advice of the assistant academic dean may be required to include a study skills course in their schedule during their semester of probation.

Continued Probation: designation for students who have achieved a 2.0 average during a semester of probation but have not yet attained minimum GPA for their classification or for students who fail to achieve a 2.0 for courses taken during a fall semester. The same requirements and restrictions of first semester probation apply to those on continued probation.

One-Semester Suspension: designation fall semester after a student fails to maintain a 2.00 for the courses taken during a spring semester of probation.

Two-Semester Suspension: designation the second time a student fails to maintain a 2.0 for courses taken during a spring semester of probation.

AEP Probation and Suspension

- Students will have one year to complete all AEP requirements.
- Students who do not successfully complete their requirements during the first semester of enrollment will be placed on AEP probation.
- Students who do not successfully complete their requirements by the end of their second semester of enrollment (spring or fall) will be suspended for the following semester and until they submit a transcript from another college or university with a course equivalent to elementary algebra or a college level math course.
- Students who fail to attend developmental class sessions during any semester will be suspended for the following semester.

Right to Appeal Suspension

If there were extenuating circumstances (illness or family emergency) during a semester previous to suspension, a student may appeal in writing to the Admissions Committee for waiver of suspension, The extenuating circumstances and their probable solution should be documented in writing by someone such as a doctor, parent, pastor, or appropriate school official. If a waiver is granted, failure to maintain a 2.0 for the term GPA in the semester in which the waiver is granted or any subsequent semester prior to being removed from probation automatically moves the student to the next suspension designation.

No student on academic or social probation will be allowed to fill any major office.* Students must have a 2.5 average to be approved for election to major offices.** Students serving the University as official representatives in any capacity, such as SGA officers, intercollegiate athletics, forensic team, and nonacademic musical groups, must not be on academic or social probation.

*All SGA members, class and club presidents.

** If new freshman, student must have an ACT Composite score of 19 or above. Freshman officers cannot be in AEP.

Grading System

Description	Grade	Quality Points Per Semester Hour
Exceptional	A+	4.0
	A	4.0
	A-	3.7
Superior	B+	3.3
	B	3.0
	B-	2.7
Average	C+	2.3
	C	2.0
	C-	1.7
Passing	D+	1.3
	D	1.0
	D-	0.7
Failing	F	0.0

Grades Which Carry No Quality Points

Incomplete	I	Given for sickness or emergency reasons near end of term and must be approved by the teacher, department coordinator and assistant academic dean. May also be used for practicum-type courses when activities extend over two different grading periods. Must be removed within the first five weeks of the following semester (including summer) or grade becomes a permanent F. Seniors expecting to graduate at the completion of summer school must have all I's removed prior to the August conferral date.
Withdrawal	W	Granted to students who officially withdraw from a class during the first 8 weeks. May be assigned by the assistant academic dean for extenuating circumstances.
Withdrawal Failing	WF	Assigned by professors to students who withdraw after the eighth week and up until 1 1/2 weeks before end of semester. It will be counted like an F in the GPA.
Withdrawal Passing	WP	Assigned by professors to students who withdraw after the eighth week and up until 1 1/2 weeks before end of semester.
Satisfactory	S	Credit toward graduation, but no quality points. Courses numbered below 1000 carry institutional credit but no credit toward graduation.
In Progress	IP	No credit. Given in developmental courses and ENG 1010 and 1020 to students who need additional time to complete competencies. May be changed to F if student fails to register for the course the next semester he or she is enrolled.
Unsatisfactory	U	No credit.
Audit	N	No credit.

For graduation—128 semester hours and a 2.00 grade point average are required.

Grading Policy—Each regular course must have a minimum of two significant evaluative measures (preferably exams)—at least one by mid-term.

Auditing Policy—Students may audit courses for an N (no credit) grade at a reduced fee. Although courses are usually audited only for no credit, they may be audited before or after they are taken for credit. Professors are not obligated to evaluate work, and students are not obligated to do assignments; however, assignments may be completed and evaluated by mutual consent. The registration status of courses may not be changed from audit to credit or from credit to audit after the initial drop/add period.

Change of Grade Policy—After a professor has assigned a grade in a course, changes may be made only for clerical error. Changes must be approved by the vice president for academic affairs.

Transcript Policies

Official Transcripts: The transcript of a student's academic record will be released by the director of academic records only upon receipt of a student's written request. No degrees or certificates will be awarded and no transcript of credit will be issued until all financial obligations to the University are discharged in full and a student's academic file is complete in the Academic Records Office.

Unofficial Transcripts: Currently enrolled students may obtain an unofficial student copy of their transcript from the Academic Records Office.

Transcripts of Transfer Credit: A transcript of a student's record from another university or college is not forwarded to a third institution. The student should request another transcript from the original institution.

Transient Credit From Other Colleges

Students are not permitted to register for courses in other institutions while attending Trevecca without the approval of the director of academic records. The University reserves the right to reject any courses submitted which were not first approved. Students who owe the University money or are on academic probation or suspension will not be allowed to take work at another college as an approved transient student.

Scholastic Honors

Dean's List. Each semester the Dean's List is composed of those students carrying 12 or more hours who achieve a 3.5 grade point average. Students who are required to take developmental courses may not be listed until all developmental courses are successfully completed.

Graduating Honors. Students of high scholastic standing will graduate with honors, according to the following criteria for each honor rank:

With Distinction—representing a cumulative standing of at least 3.5 for A.A. or A.S. degree candidates only.

Cum Laude—representing a cumulative standing of at least 3.5.

Magna Cum Laude—representing a cumulative standing of at least 3.7.

Summa Cum Laude—representing a cumulative standing of 3.9 or above.

Phi Delta Lambda is the national honor society of the colleges and universities of the Church of the Nazarene. Each college or university maintains a chapter, the one at

Trevecca Nazarene University being the Zeta chapter. Honor graduates are eligible for election to membership in this chapter. Elections are held each year by the faculty during the commencement season. Membership each year may not exceed 15 percent of the graduating class.

The Honor Society. At the end of each spring semester the Honor Society is composed of those students (24 hours and above) who have maintained a cumulative average of 3.5 for the previous fall and spring semesters. Members are inducted the following year. Transfer student requirements are outlined in the Honor Society Constitution. Students who have not completed all required developmental courses are not eligible for membership.

Course Policies

Class Schedule

A schedule of classes and examination times is published each year for the next school year. The University reserves the right to cancel a class with fewer than ten students enrolled and to make necessary changes in schedules and programs.

Class Attendance

Regular class attendance is expected of all students. Each professor includes his or her attendance policy in the class syllabus at the beginning of each semester. Absences for any reason may be taken into account in the evaluation of a student's work.

1. Students can miss only three weeks of absences (excused and unexcused) during a semester and still be eligible to receive credit for a course.
2. Attendance counts from the first day of class whether students are registered or not. Registering late is an excused absence.
3. Students need to save their 3-week allowance of absences (excused count as well as the unexcused) for illness, necessary trips home, work related problems, and weather related problems.
4. Students need to keep careful count of their absences and inform professors of tardiness immediately after class.
5. Students need to have a drop form signed by their advisor and professor and to submit it to the Academic Records Office as soon as they decide to stop attending a class. Withdrawal grades and refunds are based on date of drop forms. Students may not withdraw from developmental classes.
6. Each professor will keep accurate attendance records and report excessive absences to the assistant academic dean when the number has exceeded 3 weeks. Professors also must report the last date of attendance beside each F on the grade rolls.
7. Each professor determines whether the absence is excused or not except for extended illness verified by a doctor and travel with an official University group verified by the Academic Affairs Office.
8. Disenrollment—If class meets 3 times per week, the student may be disenrolled on the 10th absence. If class meets 2 times per week, the student may be disenrolled on the 7th absence. If class meets 1 time per week, the student may be disenrolled on the 4th absence. Students cannot be disenrolled from developmental classes.

   If the disenrolling absence is before the end of the eighth week, the grade will be

W. If it is after the end of the eighth week, the grade will be assigned by the professor as WP or WF depending on whether the student is doing passing or failing work.

Excused absences will require one of the following evidences:

a. a note from the University clinic saying the student in unable to attend classes.
b. a note from a physician saying the student is unable to attend classes.
c. an excused absence recorded by the professor.
d. official functions of the University and excused absences sent out by the Academic Affairs Office.

Work related absences are not considered excused absences. If students are disenrolled for absences, they may apply for reinstatement within a week of the disenrollment. The application must be made to the Academic Affairs Office and include proofs of the excused absences and absence and grade reports from the professor. A committee composed of the assistant academic dean, the student's advisor, and the student's professor will make the decision concerning the student's reinstatement. The reasons for all absences are considered, not just the last disenrolling absence.

However, students in the Honor Society will be allowed unlimited cuts in a course where the nature of the course does not depend on class participation. The professor of the course will decide whether the allowance will be granted or not.

Please consult the assistant academic dean concerning any questions about the policies and how they apply to a particular situation.

Directed Study

A limited amount of directed study is available for students to do individual research, special problems, and further study in a particular subject area. Regular courses are not to be taken by directed study except in cases regarding unavoidable class schedule conflicts with graduation requirements in the senior year. Students are expected to arrange their work schedules to accommodate class schedules and should not request directed studies to accommodate work schedules. When regular courses are taught by directed study, they must have essentially the same requirements as those taught in the classroom, including exams. A student is limited to one course of directed study per term and a total of 12 hours credit by directed study. Students on academic probation are not permitted to take any courses by directed study. A failed course may not be repeated by directed study.

Career Internships

A career internship is a credit-bearing, elective course which places a student in a professional setting in his or her career field. The student is under the contract supervision of a professional for one semester. The purpose is to provide the student an introduction to job search skills, a clarity of career focus, an apprentice learning experience, and networking opportunities for future career employment.

Guidelines

- The student must be a junior or senior with a GPA of 2.0.
- The internship must be in the student's major or career field.
- The student must be in good standing with the University.
- The internship site must enter into a learning contract with TNU.

Career Internships, only offered in majors where professional experience is not already

built into the required curriculum, are coordinated by the career placement counselor (Career and Counseling Center) and require a faculty sponsor within the academic department. Career Internship planning should be initiated the semester prior to the internship and must be done according to processes described in Trevecca Internships Guidelines. A total of six credit hours may be earned. Two internships are recommended prior to graduation.

Examinations

A minimum of a mid-term and final exam are required in regular courses, although some courses may have three or four exams. Final examinations must be taken at officially scheduled times. Permission will not be given to take final examinations early.

Prior Learning Credit

This University recognizes the validity of prior learning and provides opportunity to receive academic credit for college-level learning from experience, professional schools, or training. Up to 32 semester hours of academic credits for a B.A. or B.S. degree and 15 semester hours for an A.A. or A.S. degree are allowable with proper validation and approval. Such credit will be awarded only after 12 semester hours have been completed at TNU. Post Baccalaureate students may earn up to 6 hours of PLC credit after they have completed 8 regular hours of academic credit. This program is administered through the Academic Support Office.

Academic Grievance Policy

Students with grievances or problems with the way a particular course is conducted and how their grades are assigned should first seek a solution with the professor of the course. If there is not a satisfactory solution, the student should ask the professor's department coordinator to help solve the problem. If there is further need for solution, the division chair and/or dean of the school should be consulted. If there is still no satisfactory solution, the student may consult the assistant academic dean, who in consultation with the vice president for academic affairs will try to find a reasonable solution or may refer the matter to the Academic Council as an appeal.

Withdrawals From Courses

A student will receive a grade of W in a class anytime up to end of the eighth week. WP or WF grades will be assigned by the professor for withdrawals after the eighth week. No student may withdraw during the week and a half before finals. If the student withdraws from any course without following the proper procedure with the Academic Records Office and Business Office, the grade in the course will be recorded as F. Students may not withdraw from required developmental courses.

A student who finds it necessary to withdraw from all of his or her courses must secure the proper forms from the Student Development Office and complete them to ensure accurate grades and financial arrangements.

Course Repeat Policy

Students may repeat courses if the second course is equivalent to the first. The repeat grade is the grade recorded as part of the GPA. Course equivalencies are decided by department coordinators, director of academic records and assistant academic dean. A failed course may not be repeated by directed study.

Student Rights and Responsibilities in the Academic Area

Every student at Trevecca Nazarene University has the **right** to:

1. Respect as an individual; to forthright, friendly, tactful, and helpful treatment; and the right to ask sincere questions and receive polite answers.
2. Expect that the course material reflect the current state of learning in the field.
3. Be informed in a printed syllabus of course objectives, requirements, evaluation procedures, and attendance policy.
4. Be informed by the teacher at regular intervals of his or her individual progress in courses.
5. Expect assignments back within a reasonable period of time, including corrections and criticisms of student work either orally or in writing.
6. Personal consultation with teachers and advisor during regular posted office hours.
7. Withdraw from any course (except developmental courses) during the first eight weeks of the semester with grade of W. Withdraw from any course after the eighth week and up until a week and a half before finals with grade of WP or WF assigned by the professor.
8. Due process for appeals about grades or academic matters relating to a course through the teacher, department coordinator, division chair, dean of the school, and assistant academic dean who in consultation with vice president for academic affairs has the right to make a decision on whether or not to refer the matter to the Academic Council.

FERPA

The Family Education Rights and Privacy Act of 1974 guarantees each student the right to know what information the University maintains about individual students and the right to ensure the accuracy of that information. A copy of the written institutional policy may be obtained from the Academic Records Office.

Every student at Trevecca Nazarene University also has the **responsibility** to:

1. Attend classes regularly and participate in class discussions.
2. Complete all assignments on time to the best of his or her ability.
3. Know the academic policies of the University as stated in the *Trevecca Nazarene University Catalog* and annual class schedule, including requirements for graduation.
4. Consult with his or her faculty advisor each semester regarding academic planning for the next semester.
5. Plan extra-curricular activities and work schedule so they do not interfere with academic work or chapel attendance.
6. Maintain honesty and integrity in all academic work.
7. Take proper care of equipment and materials used in academic work, science labs and library.
8. Maintain appropriate conduct in the various areas of the campus, such as the classroom, chapel and the library.

9. Maintain a standard of professional conduct off-campus in areas such as student teaching, practicums, internships, clinical training, field trips, forensics, music group performances, athletics and outreach ministry.

Academic Honesty

Academic honest is expected of all students at Trevecca Nazarene University.

It is an integral part of the educational process where learning takes place in an atmosphere of mutual trust and respect. Each student is responsible to maintain high standards of academic ethics, personal honesty, and moral integrity. Dishonest academic behavior will be dealt with fairly and firmly. Specific guidelines for dealing with dishonesty are outlined in the *Student Handbook*.

TREVECCA
CELEBRATE
Since 1901

Programs by Schools, Divisions, and Departments

Trevecca Nazarene University offers four associate, forty-three baccalaureate, eleven master's, and two doctoral degree majors. A post baccalaureate program is also available. The University is organized academically into four schools with divisions, departments and programs:

Interdepartmental Studies

SCHOOL OF ARTS AND SCIENCES

Division of Communication, Language, and Literature

- Department of Communication Studies
- Department of English

Division of Music

- Department of Music
- Department of Music Business

Division of Natural and Applied Science

- Department of Human Performance
- Department of Science and Mathematics
- Graduate Physician Assistant Program*

Division of Social and Behavioral Sciences

- Department of Social and Behavioral Sciences
- Graduate Psychology Program*

SCHOOL OF BUSINESS AND MANAGEMENT

- Department of Business Administration

Division of Management and Adult Studies

- Department of Management and Human Relations*
- Graduate Organizational Management Program*

SCHOOL OF EDUCATION

- Department of Teacher Education
- Post Baccalaureate Program
- Graduate Education Program*
- Graduate Library Science Program*

SCHOOL OF RELIGION

- Department of Religion and Philosophy
- Graduate Religion Program*

A chart of undergraduate majors, concentrations within majors, minors, and pre–professional studies areas and the requirements for undergraduate majors are listed by academic schools, divisions and departments on the following pages.

**Separate catalogs are available.*

Undergraduate Curriculum Chart

Department	Degree	Major	Minor	Pre-Professional Studies
Interdepartmental	A.A.	General Studies		

School of Arts and Sciences

Division of Communication, Language, and Literature

Department of Communication Studies	B.S.	Interpersonal Communication & Human Relations	Interpersonal Communication & Human Relations	
	B.S.	Mass Communication Television Radio Film Studies	Mass Communication	
	B.S.	Intercultural Communication	Intercultural Communication	
	B.S.	Communication Studies	Communication Studies	
	B.A.	Communication Studies		
	B.A.	Dramatic Arts	Dramatic Arts	
	B.A.	Speech		
	B.A.	Broadcast Technology	Speech	
	A.S.	Broadcasting		
Department of English	B.A.	English	English	
	B.A.	English Education*	Journalism Writing	

Division of Music

Department of Music	B.S.	Music	Music	
	B.S.	Music Education*		
	B.S.	Church Music		
Department of Music Business	B.S.	Music Business		

Division of Natural and Applied Sciences

	B.S.	Medical Technology		Pre-Nursing Pre-Physical Therapy Pre-Physician Assistant
Department of Human Performance	B.S.	Physical Education Education*	Physical Education	
	B.S.	Physical Education	Coaching Health Education Sport Management	
Department of Science and Mathematics	B.S.	Biology	Biology	
	B.S.	Biology Education*	Environmental Science	Pre-Medical
	B.S.	General Science	Physics	Pre-Dental
	B.S.	Chemistry	Physical Science	Pre-Pharmacy
	B.S.	Chemistry Education*	Chemistry	Pre-Veterinary
	B.S.	Mathematics	General Science	
	B.S.	Mathematics Education*	Mathematics	Pre-Engineering
	B.S.	Physics		
	B.S.	Physics/Broadcast Technology		

Division of Social and Behavioral Sciences

	B.A.	History	History*	Pre-Law
	B.A.	History & Political Science		
	B.A.	History-Economics Education*		
	B.A.	History-Government Education*	Social Science	
	B.A.	Social Science	Political Science	
	B.S.	Behavioral Science	Behavioral Science	
	B.S.	Social Science	Sociology	
	B.S.S.W.	Social Work		
	B.S.	Psychology	Psychology	

Department	Degree	Major	Minor	Pre-Professional Studies
School of Business and Management				
Department of Business Administration	B.B.A.	Business Administration	Business Administration	
		Accounting	Economics*	
		Computer Information Systems	Accounting	
		Music Business	Computer Information Systems	
		Marketing	Microcomputer Applications	
		Management	Economics/Finance	
			Economics	
			Marketing	
	A.S.	Microcomputer Applications		
Department of Management and Human Relations	B.A.	Management and Human Relations		
School of Education				
	B.S.	Child Development and Learning with specialization in Elementary Education*	Early Grades Education (non-licensure)	
	B.A.	Education (non-licensure)	Middle Grades Education (non-licensure)	
	B.S.	Education (non-licensure)	Secondary Education (non-licensure)	
			Professional Elementary Education*	
			Professional Secondary Education*	
	A.S.	Child Care		
School of Religion				
Department of Religion and Philosophy	B.A.	Religion	Professional Pastoral Ministry	
	B.A.	Religious Studies	Professional Compassionate Ministry	
			Professional Christian Education	
			Professional Youth Ministry	
			Professional Worship Ministry	
			Biblical Greek	
			Philosophy	
			Religious Studies	
			Biblical Studies	
			Biblical Hebrew	
			Biblical Languages	
			Christian Education	
			Youth Ministry	
			Compassionate Ministry	

** A program leading to teacher certification is available in these fields. Changes in endorsement requirements at the Tennessee State Dept. of Education level may require changes in published TNU programs in teacher education.*

Graduate Programs

To encourage and provide continued professional growth opportunities, Trevecca offers the following programs: *Graduate Education, Graduate Library Science, Graduate Management, Graduate Physician Assistant, Graduate Psychology, and Graduate Religion.*

Graduate Education Program

Master of Education:

Educational Leadership: Administration and Supervision
Instructional Effectiveness: Curriculum and Instruction

Doctor of Education:
Professional Practics

Graduate Library Science Program

Master of Library and Information Science

Graduate Management Program

Master of Arts:
Organizational Management

The program is modular in nature, meeting in eleven seven-week modules one day per week in four-hour sessions, and approximately five Saturdays in eight-hour sessions.

Graduate Physician Assistant Program

Master of Science-Medicine:
Physician Assistant

Graduate Psychology Program

Master of Arts:
Counseling
Counseling Psychology
Master of Marriage and Family Therapy

Graduate Religion Program

Master of Arts:
Practical Studies
Biblical Studies
Theological Studies

Doctor of Arts:
Theology and Bible

Continuing and Cooperative Education

As need and opportunity arise, the college may provide sponsorship or resources for credit or non-credit training in a variety of educational programs. Courses are offered and programs administered through the appropriate academic departments or programs.

Continuing Education

Continuing education courses are designed to meet the educational needs of nontraditional students. Certain non-credit educational activities are awarded Continuing Education Units. A CEU is defined as "ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction." CEU awards may be earned as class or individual units.
For further information concerning a specific academic program, contact the appropriate academic department or the Academic Affairs Office.

Cooperative Academic Programs

In collaboration with other institutions of higher education and through consortium agreements, Trevecca offers a number of off-campus for-credit learning opportunities to students. Because of the nature of these programs and the financial obligations to outside agencies, regular financial aid programs may not be available to students who wish to

participate. The student is advised to work with the financial aid office to detemine whether or not aid is available to them for a particular cooperative academic program.

Cross-Registration for Nazarene Colleges and Universities

Trevecca Nazarene University participates in a cross-registration program with several other institutions of higher education which are related to the Church of the Nazarene. An undergraduate student may take up to 18 semester hours through cross-registration. To participate in this program, a student must be a second-semester sophomore in good academic standing. The student will be enrolled at Trevecca while attending classes at the host institution. Information and application materials for this program are available through the Academic Affairs Office. The student must have the approval of the vice president for academic affairs, the dean of student development, and his/her academic advisor. The institutions participating in this program are: Eastern Nazarene College (Massachusetts), Mid-America Nazarene University (Kansas), Mount Vernon Nazarene College (Ohio), Northwest Nazarene University (Idaho), Olivet Nazarene University (Illinois), Point Loma Nazarene University (California), and Southern Nazarene University (Oklahoma).

Council for Christian Colleges and Universities

Trevecca Nazarene University is one of over 90 members in the Council for Christian Colleges and Universities, a Washington D.C.-based organization which was founded in 1976. Students benefit directly from TNU's involvement in the CCCU through participation in the Washington-based American Studies Program (ASP), the Latin American Studies Program (LASP) in Costa Rica, the Los Angeles Film Studies Program (LAFSO), the Oxford Summer School at the Centre for Medieval and Renaissance Studies in Oxford, England, the Russian Studies Program (RSP) in Moscow, the Middle-East Studies Program (MESP) in Cairo, the China Studies Program (CSP), the Oxford Honors Program (OHP), the Summer Institute for Journalism (SIJ) in Washington D.C., and the Contemporary Music Center (CMC) on Martha's Vineyard. Application materials and information on these programs can be secured from the Academic Affairs Office. Eligibility requirements and detailed program discriptions are available at www.cccu.org/students/. Each CCCU program, along with the available courses, is listed below.

The American Studies Program (ASP) is designed to help students connect biblical faith with public life and vocation. Through a semester of experiential learning in Washington, D.C, ASP students can explore their career interests while examining specific public policy issues. Seminars are organized into three academic study units: two five-week interdisciplinary public policy units (domestic and international) and a four-week unit called "Foundations for Policy Analysis and Public Involvement." Seminar classes meet three times a week. Washington experts are involved as guest speakers. Because students remain enrolled in their home institutions while participating in ASP, academic credit is awarded by the student's home institution. Recommended semester credits:

Seminars	8
Internships	8
Total	16

The China Studies Program makes use of the rich resources of the People's Republic of China to give student participants the opportunity to study this vast and intriguing country from the inside. The home base for the program is Xiamen University, one of the top universities in China, and the only "key" university in a Special Economic Zone.

Students also make study trips to Xi'an (the ancient capital of China), Shanghai, and Beijing, as well as a short visit to Hong Kong at the beginning and end of the program.

Because students remain enrolled in their home institutions while participating in CSP, academic credit is awarded by the student's home institution. Recommended credits:

Conversational Chinese	3
Chinese History, Culture and Geography	3
Contemporary Society and Public Policy	3
Economic Development and Reform Policies	3
Intercultural Communication	3
Elective Course	1
Total	16

Latin American Studies Program (LASP), based in San Jose, Costa Rica, allows students to experience cross-cultural living, to deepen their understanding of the Lordship of Christ in an international context, and to explore the economic, political, social and cultural realities of North America's relationship with its Latin neighbors. Students attend intensive language classes at the Instituto de Lengua Español. Interdisciplinary seminar classes explore Latin America's history, politics, economics, religion, culture and ecology. Four concentrations are avaliable to LASP students: "International Business: Management and Marketing" in the Fall semester, "Tropical Science and Sustainability" in the Spring semester, " Latin American Studies" both Fall and Spring semesters, and "Advanced Language and Literature" both Fall and Spring semesters. Recommended credits:

"International Business"		"Tropical Science and Sustainability"	
Language	6	Language	6
Seminar I	3	Seminar I	3
Business Course	3	Science Course	4
Internship	3	Field Research	2
Travel	1	Travel	1
"Latin American Studies"		"Advanced Language and Literature"	
Language	6	Language	6
Seminar I	3	Seminar I	3
Seminar II	3	Literature and Language course	3
Practicum	4	Service Opportunity/ Practicum	3
		Travel	1

The Los Angeles Film Studies Center (LAFSC) exists to introduce students to the work and workings of Hollywood and to prepare them to serve with professional skill and Christian integrity in the film industry. Interdisciplinary seminar courses offered:

Inside Hollywood	*(1)*
Faith, Film and Culture	*(3)*
Electives offered:	
Introduction to Filmmaking	*(3)*
Screenwriting	*(3)*
Seminar in Producing the Independent Film	*(3)*
Internship	(6)

The Middle East Studies Program (MESP), based in Cairo, Egypt, helps students understand the history, religions, peoples and cultures of this fascinating and complex region. Students also gain an appreciation of the Middle Eastern church and an understanding of the economic and political realities which influence the quest for peace in the Middle East. Travel to Israel/Palestine, Jordan, Syria and Turkey is included in the study experience. Three interdisciplinary seminars are offered: "Islamic Thought and Practice

in the Middle East," "Conflict and Change in the Middle East," and "Peoples and Cultures of the Middle East." MESP students also study the Arabic language with a certified instructor for 100 hours. Because students remain enrolled in their home institutions while participating in the MESP, academic credit is awarded by the student's home institution. Recommended credits: Arabic language - 4, Seminars - 12.

The Russian Studies Program (RSP) is unique in that it draws on the resources of three Russian cities. Students spend ten days in Moscow, 12 weeks in Nizhni Novgorod and ten days in St. Petersburg studying the history, culture, religion, politics, language and current events of Russia. Lectures are combined with excursions to significant sites, and guest speakers expose students to a diversity of perspectives on Russian history and culture. Six weeks in Nizhni Novgorod are spent living with Russian families. Because students remain enrolled in their home institutions while participating in the RSP, academic credit is awarded by the student's home institution.
Recommended credits:

Russian Language	4 or 6
History and Sociology of Religion in Russia	3
Russian Peoples, Culture and Literature	4
Russia in Transition	3
International Relations and Business	2

Oxford Honours Programme (OHP)—Through a partnership programme of the Centre for Medieval & Renaissance Studies (CMRS) and the Council for Christian Colleges and Universities, junior and senior honors students have the opportunity to study in England. Students participate in an interdisciplinary semester at CMRS, which serves as the "Oxford campus" of their college or university. Academic credit for participating is granted by your home institution as recommended by CMRS. CMRS seeks to provide a Christian environment for students who wish to acquire a deeper understanding of their historical, religious and cultural traditions. The emphasis at CMRS is on scholarship. The overall aim of the Centre is to provide each student with a rigorous training within the context of a broad and well-balanced academic, cultural, and social life. Most teaching at CMRS is provided by one-to-one teaching in tutorials, supplemented by small seminar classes, and by an integral lecture course. Recommended credits are:

Tutorials (2)	8 (4 each)
Seminar	4
Integrative Course	4
TOTAL	16

Oxford Summer Programme: Renaissance and Reformation in Europe—This twenty-fifth annual Summer Programme at the Centre for Medieval and Renaissance Studies is devised and administered by CMRS in association with Wycliffe Hall, Oxford, and the Council for Christian Colleges and Universities of Washington, D.C. Lectures and seminars are conducted by members of the regular teaching staff at CMRS, supported by Fellows of Keble College, Lecturers of Wycliffe Hall, and distinguished visiting scholars from Britain and America.The Summer Programme extends over six weeks, providing 42 hours of lectures, a wide choice of seminars, and six full-day guided field trips to places of historical importance. This course of study is concentrated, as is the norm in a regular Oxford term, requiring students to immerse themselves in regular study and reading outside the classroom. The teaching is designed so that students may obtain a comprehensive view of the subject through lectures, and a more specialized knowledge through the seminars, graduate tutorials and field trips. Students select one or two options from the range of seminars in Art History, English, History, History of Science, Philosophy,

Political Science, Religious Studies, Women's Studies. Most teaching at CMRS is provided by one-to-one teaching in tutorials, supplemented by small seminar classes, and by an integral lecture course.

The Summer Institute of Journalism (SIJ) serves to introduce journalism students to the print media in the nation's capitol and helps equip them for future work in the profession. Students travel to Washington, D.C. for a month-long program designed to strengthen the journalism education offered at Christian colleges and help equip journalism students for future work in the profession. Participants are placed in working "externship" with professional journalists in Washington, D.C. through seminars with media personnel and hands on projects. Journalist representing the national media, including The Washington Post and U.S. News & World Report, participate in the program, which is currently funded by a grant from Fieldstead & Co. Because the students remain enrolled in their home institutions while participating in the SIJ, academic credit is awarded by the student's home institution. Recommended semester credit: 4.

The Contemporary Music Center (CMC) offers you the opportunity to spend a semester studying, living and working with faculty, music industry experts and other students who share your interest in making and marketing contemporary music. It is a chance to devote some serious time to discovering how God would have you integrate your faith and your love of music in the marketplace. The program isn't just for music majors–it's for any student considering a career as a musician, vocalist, songwriter, producer, engineer, artist manager, booking agent, A and R director, marketing executive, music publisher, concert promoter or entertainment industry entrepreneur. In addition to core courses investigating the music industry and the intersection of faith and culture, you can choose between the Artist Track or the Music Executive Track. You will get hours and hours of hands-on experience, plus lectures, seminars, directed study and an intensive field experience in Nashville. When not in class, you'll be in the studio or the music business offices, and, together with your classmates, you'll make and market a CD of original music, all on the beautiful island of Martha's Vineyard, five miles off the coast of Cape Cod, Massachusetts.

Core Courses:

Faith and Music Culture	(3)
Inside the Music Industry	(3)
Practicum	(1)

Artist Track:

Essentials of Song Writing	(3)
Studio Recording	(3)
Performance	(3)

Executive Track:

Artist Management	(3)
Artists and Repertoire	(3)
Music Marketing and Sales	(3)

Other Off-campus Study Programs

Christian Center for Urban Studies—Olive Branch Mission, Chicago
EduVenture—Sports and community based mission in Indonesia
Global Stewardship Study Program—Christian Environmental Association (work in Belize)
International Business Institute—King College, Bristol, TN
Jerusalem University College—Jerusalem, Israel
Netherland Study Program in Contemporary Europe—Studies in Amsterdam
San Francisco Urban Program—Through Westmont College

Romanian Studies Program

TNU students may choose to spend a semester studying in Romania, through a program jointly sponsored by Eastern Nazarene College, Nazarene Compassionate Ministries, and the Romanian District Church of the Nazarene. This program is designed to provide students with an academically-rigorous cross-cultural service-learning experience within the context of Eastern European missions. Students may receive up to 16 semester hours of credit for learning associated with the Romanian Studies Program. Inquiries about program participation should be directed to the Office of Academic Affairs.

Institute for Family Studies

Students from TNU may choose to participate in the Institute for Family Studies, sponsored by Focus on the Family. The Institute was established to propound and defend traditional ideas of family and society, while recognizing the need for modern cultural contextualization, a strong theoretical base, and practical application. This is a semester-long, off-campus program for which students receive 12 hours of academic credit. Program information and applications can be obtained from the Office of Academic Affairs.

Course	Semester Credits
FALL/SPRING SEMESTER	
CCC xxxx Christian Worldview Studies	(3)
CCC xxxx Family, Church and Society Studies	(3)
CCC xxxx Marriage and Family Life Studies	(6)
CCC xxxx Practicum	(4)
SUMMER SEMESTER	
CCC xxxx Cultural Issues in Christian Perspective	(4)
CCC xxxx Family Issues in Christian Perspective	(4)

Au Sable Institute of Environmental Studies

Trevecca Nazarene University is a participating college of Au Sable Institute. Courses from the institute are offered through the TNU Department of Science and Mathematices. The Program is described in further detail under the department's section in this catalog.

Gulf Coast Research Laboratory

Trevecca students may take marine biology through its affiliation with the Gulf Coast Research Laboratory in Mississippi. For additional information on Gulf Coast, see the Department of Science and Mathematice section in this catalog.

Army ROTC

Trevecca has a cooperative agreement with the Army ROTC at Vanderbilt University in which students from Trevecca may receive credit for ROTC cources and transfer them back on their degree program at Trevecca. Upon successful completion of the bachlor's degree program at Trevecca and successful completion of the ROTC program, the student will receive a commission in the Army as well as the degree from Trevecca. A student must be enrolled full-time at Trevecca to be eligible to apply for the ROTC program. Scholarships are available on a competitive basis to qualified students. There is no military commitment until entering the Advanced Program. Upon graduation, there is an active duty and reserve duty obligation for scholarship students. The location of Trevecca makes this cross-town agreement attractive for students desiring officers' training in the Army. Students may use ROTC credit for a minor in Military Science.

Interdepartmental Studies

Interdepartmental Course

INT 1010 - Study Skills (2)
Intensive study and practice in time management, note-taking and test-taking focussing on different study techniques. This course may be required of students on academic probation for the first time and is required for AEP students who must register for two or more developmental skills courses and students admitted on Academic Restriction.

A.A. in General Studies

The Associate of Arts in General Studies is a two-year program designed for the student who does not desire to concentrate in one major field of study. The program provides the student with a general exposure to the major fields of knowledge with 41-42 hours of required courses and 22-23 hours elective courses selected with the guidance of an advisor. This degree is for students who complete their college work at this level and is not awarded to those who plan a four-year degree.

ENG	1020	English Composition	(3)
ENG	1080	Critical Reading, Writing, and Thinking	(3)
COM	1010	Speech Communication	(3)
REL	2000	Introduction to Biblical Faith	(3)
REL	3000	Christian Tradition	(3)
MUS	1500	Fine Arts	(3)
HIS	1400	World Civilization I	
		or	
HIS	1450	World Civilization II	(3)
		(either one may be taken as one of the Social Science options below)	
SOCIAL SCIENCE (choose two)			(6)
	ECO 2000	Principles of Macroeconomics (3)	
	SOC 2010	General Sociology (3)	
	PSY 2010	General Psychology (3)	
	COM 2010	Interpersonal Communications (3)	
	ATH 3010	Introduction to Anthropology (3)	
	POL 2020	American Political Institutions(3)	
	CIS 2000	Microcomputer Applications (3)	
SCI	1500	Life Science	
		or	
SCI	1600	Physical Science	(4)
MAT	1040	Concepts of Math	(4)
HPE	1000	Introduction to Health and Fitness	(1)
		Two 1 credit hour P.E. Activity Courses	(2)
		or	
HPE	2040	Personal and Community Health	(3)
Total:			**38-39 hours**
Electives:			**25-26 hours**
Total			**64 hours**

School of Arts and Sciences

ADMINISTRATORS

HENRY W. SPAULDING, Dean, School of Arts and Sciences

J. DOUGLAS LEPTER, Chair, Division of Communication, Language, and Literature

SAMUEL D. GREEN, Chair, Division of Music

G. MICHAEL MOREDOCK, Chair, Division of Natural and Applied Sciences

PETER F. WILSON, Chair, Division of Social and Behavorial Sciences

School of Arts and Sciences

The School of Arts and Sciences is composed of four academic divisions: the Division of Communication, Language, and Literature, the Division of Music, the Division of Social and Behavioral Sciences, and the Division of Natural and Applied Sciences. Courses are offered at three levels: general education, academic major/minor, and graduate. Students who graduate from this school have both professional expertise and a liberal arts education. Instruction includes the traditional liberal arts, which date back to the Medieval University. This included the trivium (grammar, rhetoric, and logic) and the quadrivium (geometry, arithmetic, music, and astronomy). General Education Program courses are offered through all four of the academic divisions. Courses leading to academic majors in many fields are also offered through the School of Arts and Sciences as well as two graduate programs: Counseling and Medicine.

The School of Arts and Sciences is concerned with the humane dimensions of academic study. Course work offered in the School emphasizes imparting general knowledge as well as professional, vocational, or technical expertise. The School seeks to engender a broader understanding of life and faith facilitated by liberal arts in the context of the Christian faith. While students are prepared for graduate study or a career through instruction, the school's first concern is an educated person prepared for leadership and service.

Division of Communication, Language, and Literature

ADMINISTRATORS

J. DOUGLAS LEPTER, Chair, Division of Communication, Language, and Literature

LENA HEGI WELCH, Coordinator, Department of Communication Studies

ANNIE E. STEVENS, Coordinator, Department of English

Division of Communication, Language, and Literature

The Division of Communication, Language, and Literature provides degree programs designed to prepare students for a variety of careers requiring strong written and verbal communication skills, critical thinking and problem-solving abilities, and a creative and analytical understanding of human relationships. These skills and insights are examined and developed in diverse texts and contexts and are expressed through a variety of media outlets.

Department of Communication Studies

FACULTY

LENA HEGI WELCH, Coordinator, Department of Communication Studies, Associate Professor of Communications, 1988—
B.A., Trevecca Nazarene University, 1981; M.A., Auburn University, 1983.

DAVID E. DEESE, Assistant Professor of Broadcasting and Communication, 1979—
B.A., Trevecca Nazarene University, 1969; M.S., Tennessee State University, 1983.

JEFFREY D. FRAME, Associate Professor of Drama and Communication, 1990—
B.A., Eastern Nazarene College, 1985; M.A., Emerson College, 1988.

J. DOUGLAS LEPTER, Chair, Division of Communication, Language, and Literature; Associate Professor of Communication, 1992—
B.A., Eastern Nazarene College, 1972; M.A., Eastern Nazarene College, 1973; Th.M., Asbury Theological Seminary, 1990; Ph.D., University of Kentucky, 1996.

Department of Communication Studies

The Department of Communication Studies offers broad training in the general area of human communication. The curriculum provides considerable flexibility and is designed to fit a variety of student needs and career interests. There are six specialized majors which lead to the Bachelor's degree: 1) Dramatic Arts, 2) Speech, 3) Mass Communication, 4) Interpersonal Communications and Human Relations, 5) Intercultural Communication, and 6) Broadcast Technology. The Department also offers a Bachelor's degree in the general "Communication Studies" major consisting of courses selected from the specialized programs listed above. This Communication Studies major makes an effective double major for those who have chosen their vocation and is often recommended by other departments.

The department also offers a 2–year career oriented Associate Degree in Broadcasting.

In addition to classroom course offerings, practical experience can be achieved through internships and individualized instruction in both the Associate and Bachelor degree programs.

Departmental Objectives

For all majors:

1. To assist students in developing effective communication skills for a variety of contexts.
2. To broaden students' understanding of the nature and role of communication in human affairs.
3. To enhance students' appreciation for effective communication.
4. To help prepare students for careers and professions which rely heavily on communication skills.
5. To provide students with the undergraduate background that is required for entering graduate study in communication.

For specific majors:

Communication Studies Major—To enable students to examine and evaluate any type of human communication from an appropriate theoretical perspective.

Interpersonal Communication and Human Relations Major—To enable students to examine and evaluate a human relations situation from an interpersonal communication perspective.

Mass Communication Major—To prepare students for management and operations positions in radio, television, and film.

Dramatic Arts Major—To train students for vocations in educational, community, or professional theatre.

Speech Major—To prepare students for creating, delivering and evaluating speeches in a variety of public speaking situations.

Intercultural Communication Major—To enable students to examine and evaluate communication occurring between differing cultures.

Broadcast Technology Major—To provide students with the theoretical and practical knowledge required for technical support of broadcast and telecommunications facilities.

B.A. or B.S. in Communication Studies

This program provides a broad–based study of human communication. The program consists of communication courses from all areas within the department. The course of study is designed by the student with the advisor's consent. Students whose programs consist primarily of Dramatic Arts and Speech courses will be awarded the Bachelor of Arts degree while those who concentrate in Human Relations and Mass Communication will be awarded the Bachelor of Science degree.

General Education	**58 hours**
Major	**34 hours**

COM	2000	Theories of Communication	(3)
COM	4000	Advanced Public Speaking	(3)
COM	4510	Career Internship in Communication Studies	(3)
COM	4550	Research Methods in Communication Studies	(3)
COM	4800	Senior Project in Communication Studies	(1)

The remaining 21 hours are to be taken from courses offered by the department. At least 17 of the total 34 hours in the major must be upper–division (3000 and 4000 level) courses.

Minor (Student's Choice)	**15–18 hours**
General Electives	**18–21 hours**
Total	**128 hours**

B.S. in Mass Communication

A general orientation to mass media is provided through the Mass Communication program. The curriculum specifically emphasizes radio and television broadcasting and applied journalism in this area. The program is conducted in conjunction with the training offered in the operation of the university–owned, radio station WNAZ–FM 89.1 and the AM stereo radio station WENO. A Film Studies Concentration is available through the Los Angeles Film Studies Center (contingent upon the student's acceptance into the LAFSC program).

General Education	**58 hours**
Major:	**37 hours**

Core Courses:

COM	2000	Theories of Communication	(3)
COM	2100	Introduction to Mass Communication	(3)
COM	3800	Communication Law	(3)
COM	4000	Advanced Public Speaking	(3)
COM	4550	Research Methods in Communication Studies	(3)
			15 hours

Three Areas of Concentration:

Television Concentration

COM	2130	Radio and TV Announcing and Audio Production	(3)
COM	3300	Television Studio Production	(3)
COM	3360	Advanced Television Production	(3)
COM	3850	Mass Communication Ethics	(3)
COM	4140	Broadcast Journalism and TV News Reporting	(3)

COM	4510	Career Internship in Communication Studies	(3)
COM	4800	Senior Project in Communication Studies	(1)
Electives in Mass Communication			(3)
			22 hours

Radio Concentration

COM	2120	Station Practices	(3)
COM	3600	Broadcast Advertising and Sales	(3)
COM	3850	Mass Communication Ethics	(3)
COM	4510	Career Internship in Communication Studies	(3)
COM	4010	Station Management and Promotion	(3)
COM	4800	Senior Project in Communication Studies	(1)
Electives in Mass Communication			(6)
			22 hours

Film Studies Concentration

COM	3700	Film Theory and Criticism	(3)
COM	3750	Film History	(3)
Remainder of major coursework completed at LAFSC (contingent upon student's acceptance into the LAFSC program)			(16)
LAFSC courses:			
Internship (6 hours)			
Inside Hollywood (1)			
Faith, Film and Culture (3)			
Two of the following courses: (6 hours)			
Introduction to Filmmaking (3)			
Screenwriting (3)			
Seminar in Producing the Independent Film (3)			
			22 hours

Minor	**15-18 hours**
Electives	**15-18 hours**
Total:	**128 hours**

B.S. in Interpersonal Communication and Human Relations

The Interpersonal Communication and Human Relations major exists to prepare students to be effective and empathetic in their personal and professional lives. The curriculum emphasizes the development of interpersonal communication skills, such as listening, empathy, trust, conflict management, etc. that are critical to effective leadership and service.

General Education	**58 hours**
Major	**34 hours**

COM	2000	Theories of Communication	(3)
COM	2010	Interpersonal Communication	(3)
COM	2810	Small Group Communication	(3)
COM	3230	Human Relations in Organizations	(3)
COM	3350	U.S. Cultural and Ethnic Diversity	(3)
COM	3500	Nonverbal Communication	(3)
COM	4000	Advanced Public Speaking	(3)

COM	4060	Social Influence	(3)
COM	4510	Career Internship in Communication Studies	(3)
COM	4550	Research Methods in Communication Studies	(3)
COM	4800	Senior Project in Communication Studies	(1)

The remaining 3 hours may come from Communications, Psychology, Sociology, Business or Political Science with advisor consent.

Minor (Student's Choice) **15–18 hours**

General Electives **18–21 hours**

Total **128 hours**

B.A. in Dramatic Arts

The Dramatic Arts program provides opportunity for study of and participation in educational, community, or professional theatre. Learning occurs not only in classroom settings but also through actual experiences in every phase of dramatic production. The program is designed to integrate personal Christian faith and belief with the goals and aim of drama.

General Education **58 hours**

Major **34-35 hours**

COM	2000	Theories of Communication	(3)
COM	2250	Introduction to Drama	(3)
COM	3140	Acting: Theory and Practice	(3)
COM	3400	Theatre History and Dramatic Literature	(3)
COM	4000	Advanced Public Speaking	(3)
COM	4030	Design and Production for the Stage	(3)
COM	4040	Play Directing	(3)
COM	422A–E	Drama Practicum	(3)
COM	4510	Career Internship in Communication Studies	(3)
COM	4550	Research Methods in Communication Studies	(3)
COM	4800	Senior Project in Communication Studies	(1)
Electives in Dramatic Arts			(3)

Co-Curricular Requirements for Dramatic Arts Majors and Minors

The TNU Department of Communication Studies supports and directs a required co-curricular program for all dramatic arts majors and minors to supplement classroom theory, to encourage students to receive practical training through participation, and to benefit the University and surrounding communities.

The TNU Dramatic Arts Program presents 3-4 major dramatic productions during the academic year and sponsors the MasterWorks drama education team. Students majoring and minoring in dramatic arts must participate in 20 hours of some aspect of each production for 6 semesters at TNU. The semesters during which participation occurs do not need to be consecutive. Participation is open to all members of the University and local community. Likewise, dramatic arts majors and minors must attend all senior project presentations each year.

Senior Project Requirements for Dramatic Arts Majors

All senior Dramatic Arts majors are required (either in the fall or spring semester by choice) to present a performance project which will be open to the general public.

Projects must include a pre-production prospectus, a performance component (acting, directing, design, etc.), and a 20-minute presentation component. The project should relate to the student's specialized interest in the field, demonstrate his or her acquired skills, and be academically and vocationally beneficial as a culminative experience. (All dramatic arts majors and minors are required to attend the projects of seniors.) Seniors will receive one (1) or two (2) credits for the senior project. The number of credits received is contingent upon the number of hours given to the project [40+ hours for one (1) credit, 80+ hours for two (2) credits].

Minor (Student's Choice)	**15–18 hours**
General Electives	**17-21 hours**
Total	**128 hours**

B.A. in Speech

The Speech program is designed to develop excellence in the preparation, delivery, and evaluation of speaker–audience communication. The curriculum provides a balance between theoretical and applied learning experiences. Participation in intercollegiate speech competition is an important part of the program.

General Education			**58 hours**
Major			**34 hours**
COM	2000	Theories of Communication	(3)
COM	2230	Oral Interpretation	(3)
COM	2500	Argumentation and Debate	(3)
COM	3250	History of Public Speaking	(3)
COM	3500	Nonverbal Communication	(3)
COM	4000	Advanced Public Speaking	(3)
COM	4020	American Public Address	(3)
COM	4210	Forensics Practicum (1 hour each semester for 3 semesters)	(3)
COM	4510	Career Internship in Communication Studies	(3)
COM	4550	Research Methods in Communication Studies	(3)
COM	4800	Senior Project in Communication Studies	(1)
Electives in Communication			3 hours
Minor (Student's Choice)			**15–18 hours**
General Electives			**18–21 hours**
Total			**128 hours**

B.S. in Intercultural Communication

Expanding mobility routinely places people in contact with individuals from other cultures. The Intercultural Communication program is designed to meet the heightened need for training that comes with this increased contact. The major is especially useful for individuals preparing for missionary or other forms of intercultural service.

General Education			**58 hours**
Major			**34 hours**
COM	2000	Theories of Communication	(3)

COM	2010	Interpersonal Communication	(3)
COM	2020	Principles of Intercultural Communication	(3)
ATH	3010	Introduction to Anthropology	(3)
COM	3350	U.S. Cultural and Ethnic Diversity	(3)
COM	3500	Nonverbal Communication	(3)
COM	4000	Advanced Public Speaking	(3)
COM	4100	Seminar in Intercultural Communication	(3)
COM	4510	Career Internship in Communication Studies	(3)
COM	4550	Research Methods in Communication Studies	(3)
COM	4800	Senior Project in Communication Studies	(1)

Remaining 3 hours may come from Missions, Anthropology, Geography, Political Science or other areas with advisor consent.

Minor (Student's Choice) **15–18 hours**

General Electives **18–21 hours**

Total **128 hours**

B.S. in Broadcast Technology

This program provides the theoretical and practical knowledge required for technical support of broadcast and telecommunications facilities. The curriculum includes a physics component that primarily centers on both digital and analog electronics, plus radio frequency technology. A proficiency in mathematics is required and upper division math courses are included as part of the degree. The program is designed to prepare the student for certification by the broadcast industry and a career in broadcast technology management.

General Education **44 hours**

General Education requirements in Natural Science, Math, and Computer Literacy are replaced by required courses for the major.

Major **56 hours**

COM	2000	Theories of Communication	(3)
COM	2100	Introduction to Mass Communication	(3)
COM	2120	Station Practice	(3)
COM	3800	Communication Law	(3)
COM	4000	Advanced Public Speaking	(3)
COM	4010	Station Management and Promotion	(3)
COM	4120	Broadcast Engineering	(3)
COM	4510	Career Internship in Communication Studies	(3)
COM	4550	Communication Studies Seminar	(3)
COM	4800	Senior Project in Communication Studies	(1)
PHY	1050	Science of Sound	(4)
PHY	2030	Digital Electronics	(4)
PHY	2110/2120	General Physics I, II	(8)
PHY	3130	Circuits	(4)
PHY	3150	Intermediate Electricity and Magnetism	(4)
PHY	4020	Modern Physics	(4)

Required Support Courses **24 hours**

SCI	2100	Microcomputer Applications for Science and Mathematics	(3)
CIS	2250	C++ Programming	(3)
CIS	2145	Structered Programming	(3)
MAT	1510/1520	Calculus I, II	(8)
MAT	3000	Theory of Probability & Mathematical Statistics	(3)
SCI	2000	Environmental Science	
		or	
BIO	1510	General Biology I	(4)

Minor **Not required—included in major**

General Electives **4 hours**

Total **128 hours**

A.S. IN BROADCASTING

This two–year program is a specialized career–oriented program which provides training and experience primarily in radio broadcasting. The program is sufficiently flexible to enable a student to later complete the requirements for a Bachelor's degree. The Associate of Science degree consists of selected general education requirements, broadcasting content requirements, and electives chosen from the university curriculum at large as outlined below. A typing competency is strongly recommended. Typing skills may be acquired by successfully completing CIS 1000 Keyboarding, if needed. These hours may then be applied to the elective total.

General Education **22 hours**

ENG	1020	English Composition	(3)
ENG	1080	Critical Reading, Writing, and Thinking	(3)
COM	1010	Speech Communication	(3)
HIS	1400	World Civilization I	
		or	
HIS	1450	World Civilization II	(3)
REL	2000	Intro Biblical Faith	(3)
MAT	1040	Concepts of Math	(4)
REL	3000	Christian Tradition	(3)

Major **27 hours**

Core requirements **18 hours**

COM 2100	Intro to Mass Communication	(3)
COM 2120	Station Practices	(3)
COM 2130	Radio and TV Announcing and Audio Production	(3)
COM 3600	Broadcast Advertising and Sales	(3)
COM 3800	Communication Law	(3)
COM 2140	Station Management	
	or	
COM 2150	Staff Practicum	(3)
Electives in Radio		9 hours

General Electives **15 hours**

Total **64 hours**

Departmental Minors

Communication Studies Minor — 15 hours

COM	2010	Interpersonal Communication	(3)
		Interpersonal/Intercultural Elective	(3)
		Mass Communication Elective	(3)
		Dramatic Arts Elective	(3)
		Speech Elective	(3)

Mass Communication Minor — 18 hours

COM	2100	Introduction to Mass Communications	(3)
COM	3800	Communication Law	(3)
		Television Elective	(3)
		Radio Elective	(3)
		Film Elective	(3)
		Mass Communication Elective	(3)

Interpersonal Communication and Human Relations Minor — 15 hours

COM	2010	Interpersonal Communication	(3)
COM	2810	Small Group Communication	(3)
COM	3230	Human Relations in Organizations	(3)
COM	3350	U.S. Cultural and Ethnic Diversity	
		or	
COM	2020	Principles of Intercultural Communication	(3)
		Interpersonal/Intercultural Elective	(3)

Dramatic Arts Minor — 15 hours

Four (4) of the five (5) courses:

COM	2250	Introduction to Drama	(3)
COM	3140	Acting I: Theory and Practice	(3)
COM	3400	Theatre History and Dramatic Literature	(3)
COM	4030	Design and Production for the Stage	(3)
COM	4040	Play Directing	(3)
		Drama Elective	(3)

Speech Minor — 16 hours

COM	2230	Oral Interpretation	(3)
COM	2500	Argumentation and Debate	(3)
COM	3250	History of Public Speaking	(3)
COM	4000	Advanced Public Speaking	(3)
COM	4020	American Public Address	(3)
COM	4210	Forensics Practicum	(1)

Intercultural Communication Minor — 15 hours

ATH	3010	Introduction to Anthropology	(3)
COM	2010	Interpersonal Communication	(3)
COM	2020	Principles of Intercultural Communication	(3)
COM	3500	Nonverbal Communication	(3)
COM	4100	Seminar in Intercultural Communication	(3)

Communication Course Descriptions

MASS COMMUNICATION

COM 2100—Introduction to Mass Communication (3)
Surveys the chronological developments in mass communication technologies. The study begins at the invention of movable type for the printing press and concludes with the most recent advances in electronic communication. The study will focus on the people and the machines having a part in the evolution of modem mass communications.

COM 2120—Station Practices (3)
A lecture and laboratory course that introduces the student to all aspects of broadcast radio station practices. Actual experience is gained at T-FM, the laboratory training station broadcasting to the Trevecca campus. (Radio elective)

COM 2130—Radio and TV Announcing and Audio Production (3)
A lecture and laboratory course designed to familiarize students with a variety of general broadcast speaking situations and techniques, as well as a study of the equipment, principles, and techniques of program production. (Radio, television elective)

COM 2140—Station Management Practicum (1)
Provides preparation for student desiring radio station management experience, typically in conjunction with the campus student training station. The positions may include station manager, program director, music director, promotions director, news director, and sports director. Graded S/U. Requires permission of instructor. Prerequisite: COM 2120 Station Practices. May be repeated for a maximum of 3 credits. (Radio elective)

COM 2150—Station Staff Practicum (1)
Offers preparation for students desiring hands-on experience as station personnel (air personalities, board operator, sports production, news production), typically in conjunction with the campus student training station. Graded S/U. Requires permission of instructor. Prerequisite: COM 2120 Station Practices. May be repeated for a maximum of 3 credits. (Radio elective)

COM 2600—News Writing (3)
See ENG 2600 for course description.

COM 2610—Writing for Magazines(3)
See ENG 2610 for course description.

COM 2990—Principles of Photography (2)
A study of the camera, film, lighting, composition and basic photographic techniques. It also introduces the student to darkroom equipment and procedures.

COM 3300—Television Studio Production (3)
A lecture and laboratory course designed to familiarize students with the operation of television production studies including cameras, lighting, and set design along with an introduction to control room procedures. (Television elective)

COM 3360—Advanced Television Production (3)
A lecture and laboratory course that examines producing, directing, and control room operation of video switchers, edit controllers, and video tape recorders. Prerequisite: COM 3300 or permission of the instructor. (Television elective)

COM 3600—Broadcast Advertising and Sales (3)
An in–depth study into sales and advertising for the broadcast media. It includes locating prospects, developing techniques and promotions, and using rate cards. Students will have contact with local broadcast sales professionals as part of the course. Prerequisite: COM 2 1 00 or COM 2120 or permission of instructor. (Radio

elective)

COM 3700—Film Theory and Criticism (3)
A survey of the major theoretical approaches to film—including montage, mise-en-scene, and structuralist theory—punctuated with an emphasis on the responsible, competent, critical evaluation/judgment of actual films. Some attention is also given to generic influences, filmic literacy, and artistic accountability. Crosslisted as ENG 3060. (Film elective)

COM 3750—Film History (3)
An overview of motion picture art from the beginning to the present, focusing on such topics as early cinema and silent film, German expressionism, the arrival of sound, the studio system, genre, film noir, neo-realism, and postmodernism. Prerequisite: COM 2100 Introduction to Mass Communication or the permission of instructor. (Film elective)

COM 3800—Communication Law (3)
Covers the American judicial system, First Amendment rights, communication acts, Federal Communication rules and regulations, and copyright laws. It is designed to give the student interested in mass communication an overview of the laws governing mass communications. Prerequisite: COM 2100 or COM 2120 or permission of instructor.

COM 3850—Mass Communication Ethics (3)
A study of the media's diverse and potent influence upon a "mass communication intensive" society and of the various public roles/responsibilities associated with important media issues concerning the news, advertising, public relations, invasion of privacy, censorship, financial improprieties, and especially the entertainment industry at large. The keystone of the course is the pursuit of media literacy within the context of moral reasoning.

COM 4010—Station Management and Promotion (3)
Designed to acquaint students with the practical management of the broadcast station. Topics will include: applying for station permits, planning facilities, selecting equipment, training and supervising staff members, determining community needs, and meeting operating costs. Prerequisite: COM 2100 or COM 2120 or permission of instructor. (Radio elective)

COM 4110—Journalistic Ethics and Society (3)
For description see ENG 4110.

COM 4120—Broadcast Engineering (3)
Designed to introduce the student to the duties, functions, and responsibilities of broadcast engineers. The study will include equipment selection, maintenance, replacement schedules, budgeting, and engineer qualifications. Prerequisite: COM 2 1 00 or COM 2120 or permission of instructor. (Radio elective)

COM 4140—Broadcast Journalism and TV News Reporting (3)
Provides instruction in the area of news collection, writing, and reporting for broadcast media. Individuals successfully completing this class should have an adequate working knowledge for an entry level position in the broadcast journalism area. (Radio, television elective)

INTERPERSONAL/INTERCULTURAL

COM 2000—Theories of Communication (3)
This course will survey the major theories of human communication. The study will focus on the origins, usefulness, and limitations of each theory for understanding communication events. This course will help prepare students to analyze and interpret human communication in all its forms (intrapersonal communication, interpersonal communication, small group transactions, organizational communication, public speaking, drama, and mass communication). Prerequisite for all com-

munication courses above 1010.

COM 2010—Interpersonal Communication (3)
A study of two–person (dyadic) communication. Topics include: human communication theory, verbal and nonverbal codes, development of self–concept, perception, impression formation, and relationship development. Prerequisite for all courses leading to an Interpersonal and Human Relations or Intercultural Communication major.

COM 2020—Principles of Intercultural Communication (3)
A study of how culture affects communication behavior and intercultural relationships. Provides a broad theoretical base, as well as practical simulation and field experience.

COM 2810—Small Group Communication (3)
Involves the study of theory and research of communication behavior in small problem–solving groups. Includes the effects of participants' personal characteristics and of situational constraints involved in small group interaction.

COM 3000—Principles of Public Relations (3)
Surveys the development, scope, and role of public relations in society and provides training in basic public relations skills. Includes practical experience with news releases, PR campaigns, communication schedules, and media strategies.

COM 3040—Human Resources Management (3)
For course description see BUS 3040.

COM 3150—Sales Fundamentals (3)
For course description see MKT 3150.

COM 3200—Sales Management (3)
For course description see MKT 3200.

COM 3220—Advertising Management (3)
For course description see MKT 3220.

COM 3230—Human Relations in Organizations (3)
Examines concepts and literature useful in analyzing interpersonal behavior in an organizational setting. Includes reading, simulations, case studies, and field observation of situations involving problems of morale, productivity, leadership, authority, communication and the introduction of change.

COM 3350—U.S. Cultural and Ethnic Diversity (3)
For course description see SOC 3350.

COM 3500—Nonverbal Communication (3)
A study of the nonverbal forms of human communication. Special attention is given to the creation of meaning through such nonverbal forms as facial expression, gesture, bodily movement, use of space and time, voice, and environmental setting.

COM 3710—Practicum in Intercultural and Community Development Skills (3)
A field-based, experiential course designed to introduce the student to developmental skills for cross-cultural community service or ministry. Students are also introduced to skills needed for initiating and maintaining sustainable communities. This course is offered through the HEART Institute (Lake Wales, FL). Students must be pre-approved before enrolling.

COM 4060—Social Influence (3)
Examines the role of communication and human relations in the initiation of attitude change and development within individuals, groups, community organizations, and other cultures. Consideration will be given to persuasive theory, diffusion of innovations, conflict resolution, and the development of working relationships between and within community groups.

COM 4100—Seminar in Intercultural Communication (3)
A study of how culture affects communication behavior and intercultural relationships. Includes an examination of the nature of intercultural contact via a sojourn experience in a foreign culture. Prerequisite: COM 2020 or permission of instructor.

COM 4560—Leadership in the Christian Organization (3)
Secular leadership theory is not always applicable in Christian organizations. This course enables students to integrate leadership theory and Biblical principles into a workable philosophy of leadership. Careful attention is given to worldview, motivation, leadership style, team building, power, decision making, organizational culture, and conflict resolution.

DRAMATIC ARTS

COM 1000—Production Participation and Project Attendance (0)
Required of all dramatic arts majors and minors for six (6) semesters. To receive a passing grade, students are to participate in 20 hours of some aspect of production work for each of the productions planned during the six semesters that are chosen by the student. Graded S/U. Note: No credit is given and no tuition is charged.

COM 2250—Introduction to Drama (3)
A broad overview of theatre as a collaborative art and of its role among the performing arts. The course seeks to develop in students visual literacy by studying the elements of theatre and the nature of drama. In the process, students will actively examine and demonstrate a basic understanding of theatre history, playwriting, directing, acting, and designing.

COM 2350—Creative Drama (3)
This course is not concerned with play production, acting, or any of the theatrical entertainment aspects of drama. The course focuses on drama used solely as a therapeutic and educational tool in the classroom. Participants of the course will focus on creative leadership and teaching strategies that include the following: conflict resolution through drama, critical thinking and life skills development, historical re-enactment techniques in social studies, "teacher-in-role" role playing, imagination exploration, values through game–playing, creative drama for special needs, and drama–in–education techniques for creatively teaching all subjects.

COM 2450—Drama as a Ministry (3)
A course designed to expose students to the variety of dramatic experiences and expressions which may be incorporated into Christian ministry. Through the study of drama as an art form in relation to theology, worship, Christian education, and personal spiritual development, students are prepared and encouraged to become practitioners of drama ministry.

COM 3140—Acting: Theory and Practice (3)
An introductory workshop course focusing on beginning acting techniques and scene study. Initially students will explore the actors' instrument and use of space, relaxation, concentration, imagination, improvisation, mime, movement, and how to pursue an objective through physical and psychological actions. The students will then investigate and practice traditional approaches to scene analysis, character study, and performance.

COM 3170—Voice and Articulation (3)
Study of and practical experience in refining the vocal mechanism for general quality speech production. Includes intensive work with International Phonetic Alphabet and dialectology.

COM 3400—Theatre History and Dramatic Literature (3)
This comprehensive survey samples representative plays from each period of theatre history, noting the reciprocal effects of production techniques on dramatic forms.

Special emphasis is given to cultural and historical factors influencing the rise and fall of new dramatic forms and theatrical practices. Prerequisite: COM 2250 or permission of instructor.

COM 3550—Shakespeare (3)
For course description, see ENG 3550.

COM 3900—Scriptwriting (3)
An introductory workshop course focusing on the techniques, styles, and conventions of writing for the stage and screen. Students will develop skills and gain experience in composing scripts for stage and screen, and will work on several projects throughout the course. Prerequisite: ENG 1080 or permission of instructor. Crosslisted as ENG 3900.

COM 4030—Design and Production for the Stage (3)
A hands–on, introductory study of theatrical design and production that will primarily focus on scenic and lighting design and production. Costume design and production will be addressed briefly. In the process, students will practice design, construction, and implementation skills in conjunction with the current drama production as well as through individual project work. Prerequisite: COM 2250 or permission of instructor.

COM 4040—Play Directing (3)
An introductory examination of the directorial process beginning with textual analysis of dramatic action, and covering such areas as production unity, stage movement and business, motivational analysis, and pictorial composition. Other areas of emphasis include a brief overview of directing history, types of directing theory and style, planning and rehearsal techniques, and the relationship of the director to other theatre artists. Student work includes selected scene work and directing projects prepared for class presentation culminating in a final scene presentation. Prerequisite: COM 2250 or permission of instructor.

COM 4050—Acting Studio: Special Problems in Acting (3)
An advanced acting course including advanced work on monologues and scenes from contemporary plays. Student work is designed to build upon a basic knowledge and experience in acting, concentrating on individual actor problems and on specific acting situations such as complex emotional scenes, dialects, exceptional characterizations, the development of period acting styles, etc. Prerequisite; COM 3140 or permission of instructor.

COM 422 (A–E)—Drama Practicum (1)
Provides supervised participation and instruction in various aspects of theatre. Open to all students with the consent of the instructor. Dramatic Arts majors are required to take this one-hour practicum in three of the following areas: (a) Acting, (b) Stage Management, (c) Scenery and Props, (d) Costumes and Make-up, (e) Lighting and Sound. Graded S/U.

COM 4400—Modern Drama (3)
A historical study of the work of selected American, European, or Third World playwrights from the turn of the century to the present with emphasis on new production techniques as they influenced and shaped the modern theatre. An appropriate elective for literature students as well as drama majors. Prerequisite: COM 3400 or permission of instructor. Crosslisted at ENG 3040.

SPEECH

COM 1010—Speech Communication (3)
A study of the principles and practices of effective human communication, with emphasis placed on public speaking. The course emphasizes the critical thinking and skill development necessary for effective speech. Listening skills are included in the study.

COM 2060–70—Sign Language I , II (3), (3)
Teaches the basic hand signs needed for working with deaf and hard of hearing in church and school settings. Interpreting signing is also taught.

COM 2230—Oral Interpretation (3)
A study in the techniques of interpretation for oral reading applied to various types of literature. Emphasis is given to selection of material, analysis of content, characteristics of verbal delivery, and methods of nonverbal interpretation. Students will work with prose, poetry, and dramatic forms of literature. Oral reading of scripture is also emphasized. Prerequisite: COM 1010 or permission of instructor.

COM 2500—Argumentation and Debate (3)
A study of the nature of reasoned discourse. Attention is given to the process of analyzing an issue, structuring arguments, using evidence, and handling refutation and rebuttal in oral communication. Actual classroom debate will enable speakers to practice the principles being studied. Prerequisite: COM 1010 or permission of instructor.

COM 3250—History of Public Speaking (3)
Traces the development of the theoretical principles of speech making from the Classical Greek period to 1776 and the rhetoric of the American Revolution. Theory, practice, and criticism are studied in speeches relating to politics, religion, law, and education.

COM 4000—Advanced Public Speaking (3)
Gives students practical experience in the preparation and presentation of the speeches that are usually required in business and the professions. Areas of instruction include speech making, oral reading of reports, and speech for radio and television. Prerequisite: COM 1010 or permission of instructor.

COM 4020—American Public Address (3)
A study of selected speakers and speeches in American History. Attention is focused on American public address on the political platform, in the pulpit, and in other significant contexts. Special emphasis is given to the critical analysis of speeches.

COM 4210—Forensics Practicum (1)
Individualized instruction for students who participate in intercollegiate speech competition. Training is provided in both speech making and oral interpretation. Students are required to compete in selected speech tournaments. Graded S/U.

DIRECTED STUDY

COM 433R—Readings in Communication (1–3)
Readings are directed toward Interpersonal Communication and Human Relations, Speech and Forensics, Radio–TV Broadcasting, Dramatic Arts, Intercultural Communication, or Broadcast Technology.

COM 4330—Directed Study in Communication (1–3)
Individual guided study and research on special problems related to Interpersonal Communication and Human Relations, Speech, Dramatic Arts, Mass Communications, Intercultural Communication or Broadcast Technology. Projects must be approved by the instructor before enrollment.

COM 4510—Career Internship in Communication Studies (1–3)
Intensive study, observation, and participation in various field projects designed and contracted between the student and instructor. Internships will be arranged in conjunction with the student's major. Supervision is coordinated with the Career Planning Office. Maximum of 6 hours. Graded S/U.

COM 453 (A–E)—Special Topics in Communication Studies (3)
A course designed for upper division stu-

dents who are investigating the interrelationship of various aspects of communication in the following areas: (a) human relations, (b) speech, (c) mass communication/broadcasting, (d) dramatic arts, (e) intercultural communications.

COM 4550—Research Methods in Communication Studies (3)
This course is required of all majors and is to be taken during the senior year. It will allow students to integrate and apply the knowledge, skills, and appreciation acquired during their course of study. Students will work on a major communication research project that will draw on their course background. The goal of the project will be to demonstrate that the student has met the objectives for that particular major. The work will be analyzed and evaluated in class so that the breadth of the field of human communication can be understood.

COM 4800—Senior Project in Communication Studies (1-2)
All majors in the Department of Communication Studies are required to present a senior project as a public performance. The project should relate to the student's specialized interest in the field, demonstrate his or her acquired skills, and be academically and vocationally beneficial as a culminative experience. The project must be approved by the faculty advisor at least one semester in advance. The number of credits is contigent upon the number of hours given to the project [40+ hours for one (1) credit; 80+ for two (2) credits.]

Department of English

FACULTY

ANNIE E. STEVENS, Coordinator, Department of English, Professor of English. 1984—
B.A., Eastern Nazarene College, 1975; M.A., University of Rochester, 1978; Ph.D., University of Rochester, 1984.

T. ROBINSON BLANN, Professor of English, 1981—
B.A., Vanderbilt University, 1971; M.A., Emory University, 1973; D.A., Middle Tennessee State University, 1987.

PHYLLIS B. FLANNERY, Associate Professor of English, 1970—
B.A., Trevecca Nazarene University, 1964; M.A., George Peabody College, 1971.

DONNA–JEANNE GRAY, Coordinator of Developmental Education, Assistant Professor of Reading and Study Skills, 1988—
B.A., Trevecca Nazarene University, 1982; M.A., Middle Tennessee State University, 1986.

PAMELA S. THREADGILL, Assisant Professor, English, 2000—
B.A., University of North Carolina at Charlotte, 1991; M.Ed., Middle Tennessee State University, 1998; M.A., Tennessee State University, 1999.

Department of English

The Department of English offers a variety of coursework leading to the Bachelor of Arts degree in English or English Education, as well as minors in English and journalism. Through a series of three General Education courses in English, all Trevecca students receive instruction in writing and literature studies during their first two years. Tutoring and enrichment programs in basic writing and grammar are available through the Academic Support Center. Introductory language courses in French, German, and Spanish provide students an opportunity to explore communication processes in other cultures.

Advanced programs of study in English may be effectively combined with a complimentary second major or minor in such areas as Secondary Education, Business Administration, Music, Psychology, or Religion for students interested in various career options. A nationwide survey of business leaders, federal employers, and graduate school deans emphasizes the marketability of English majors who possess strong writing skills and problem–solving ability along with a creative understanding of human relationships.

As a capstone to the major, all English majors work with a faculty advisor to prepare either a scholarly paper or collection of creative writing which is presented in a public lecture or performance. Recent projects included original plays, dramatic readings of poetry and fiction, and programs integrating music, slides, and literary texts.

English Major Objectives

By the end of their course of study, English majors should be able to demonstrate the following competencies:

1. Read a variety of written texts with comprehension and be able to identify, summarize, and evaluate main ideas, using both written and oral response.
2. Write clear, well–developed reports of different lengths, integrating several sources of information correctly.
3. Recognize and discuss thoughtfully the major authors and works of world literature.
4. Interpret and evaluate literary works using various critical approaches.
5. Understand and appreciate the diverse cultural values and multiple levels of meaning in literature as it relates to other disciplines, times, and places.
6. Develop and communicate a coherent understanding of their own values and beliefs according to a Christian aesthetic of faith and art.
7. Contribute their analytical and creative abilities to those of others to enhance all forms of communication wherever they live, work, and worship.

English Education Major Objectives

English Education Majors are required the same major curriculum as English majors; therefore, they are taught by the same objectives. In addition to the English major curriculum, English Education majors are required an extra writing course and Adolescent Literature. The Teaching of Writing (ENG 4400) course required of all English majors particularly addresses Objectives I, II, and IV listed in the Teacher Education Program. The requirement of a foreign language for English Education licensure is being met as follows:

- Students complete the third semester of Spanish (SPA 2000)
- First–year students are placed in an introductory foreign language course unless they have had two (2) years of high school foreign language.
- The following options related to foreign language are available for students desiring English Education licensure:
  a. Students may take the CLEP exam in the foreign language of choice;
  b. Students may sit for a final exam in college level foreign language course prior to taking the course;
  c. Students may take the college level foreign language course.

B.A. IN ENGLISH

General Education	**59 hours**
Major	**37 hours**

Required			**16 hours**
	ENG 3000	History of the English Language	(3)
	ENG 3320	Descriptive English Grammar	(3)
	ENG 4000	Literary Criticism	(3)
	ENG 4200	Comparative Literature	(3)
	ENG 4400	Teaching of Writing	(3)
	ENG 4600	Senior Recitation for English Majors	(1)
American Literature courses			**9 hours**
	ENG 3100	American Puritans and Romantics	(3)
	ENG 3200	American Realists and Moderns	(3)
	ENG 3400	Southern Literature	
		or	
	ENG 3700	Modern British and American Lit.	(3)
English Literature courses			**9 hours**
	ENG 3510	Medieval Literature	
		or	
	ENG 3520	Renaissance Literature	
		or	
	ENG 3580	Enlightenment Literature	(3)
	ENG 3550	Shakespeare	(3)
	ENG 3610	Romantic Literature	
		or	
	ENG 3620	Victorian Literature	(3)
Electives in English courses above ENG 2000			**3 hours**
Minor			**15 hours**
General Electives			**17 hours**
Total			**128 hours**

Minors

Minor in English **15 hours**

15 hours in English courses including 2000.

Minor in Journalism			**15 hours**
	ENG 2600	Newswriting	(3)
	ENG 2610	Writing for Magazines	(3)
	ENG 3300	Creative Writing	(3)
	ENG 4100	Honors Writing	(2)
	ENG 4110	Journalistic Ethics and Society	(3)
	ENG 4510	Career Internship in English	(1)
Minor in Writing			**15 hours**
Required:			(6)
	ENG 3300	Creative Writing (3)	
	ENG 4100	Honors Writing (2)	
	ENG 4510	Career Internship in English (1)	
Elective: (Choose 3)			(9)

ENG	2610	Newswriting (3)
ENG	2610	Writing for Magazines (3)
ENG	3010	Poetry (3)
ENG	3020	Short Story (3)
ENG	3030	Novel (3)
COM	3900	Scriptwriting (3)
ENG	3050	Satire (3)
CIS	2140	Desktop Publishing (3)

B.A. IN ENGLISH EDUCATION

See the "Teacher Education Program" section for this Teacher Certification Program offered by the Department of English.

ENGLISH COURSE DESCRIPTIONS

ENGLISH

ENG 0910—Writing Skills (3)
Intensive practice in paragraph and sentence construction and an intensive review of the basics of spelling, grammar, and punctuation. Successful completion of the course requires passing a competency exam with a score of 70 percent or above. Graded S, U, IP. Does not apply toward graduation credit.

ENG 0950—Reading Skills (3)
Designed to increase the student's reading and study skills. Does not apply to Education major or minor or toward graduation minimum credit. Graded S, U, IP.

ENG 1010—Introduction to Rhetoric (3)
Intensive practice in writing brief essays for a variety of rhetorical purposes and audiences, with emphasis on English grammar and usage.

ENG 1020—English Composition (3)
Emphasizes the recursive writing process through appropriate determination of subject, audience, purpose, and style, with correct usage of grammar, punctuation, and logical organization. Students will use appropriate technologies for writing and learning. Successful completion of the course requires submission of a writing portfolio to be evaluated by the English Department. Students who receive an IP or F must repeat ENG 1020. Graded A, B, C, IP, F.

ENG 1060—English as a Second Language (3)
The study of the English language for students whose native language is not English. The course is specifically designed for international students to improve their mastery of spoken and written English.

ENG 1080—Critical Reading, Writing, and Thinking (3)
Emphasizes intellectual and analytical reasoning through reading and writing assignments drawn from across the academic disciplines. Includes instruction in library and research technologies and the writing of a research project related to academic fields. Prerequisite: Grade of C- or higher in ENG 1020, or ACT English score 28 or higher.

ENG 2000—World Literature (3)
The course is designed to engage students in dialogue with a variety of Western and Non-Western world literature, past and present. Includes a module of electives from contemporary writers. Prerequisite for all upper-level literature courses. Prerequisite: ENG 1080.

ENG 2600—Newswriting (3)
An introduction to the journalistic field,

focusing on the structure, purpose, and function of news from story inception to completion. Coursework will be combined with campus publications. Prerequisite: ENG 1020.

ENG 2610— Writing for Magazines (3)
Advanced instruction in principles and techniques of developing feature and in–depth multi–source news articles and features. Coursework will be combined with campus publications. Prerequisite: ENG 2600 or permission of instructor.

ENG 3000—History of the English Language (3)
The history of the English language, its dialects, and the varieties of grammar and usage.

ENG 3010—Poetry (3)
Readings in poetry with emphasis on critical understanding and appreciation of the form and themes of poetry. Writing in the genre is required. Prerequisite: ENG 2000.

ENG 3020—Short Story (3)
Readings in short fiction by American, European, and Third World writers. Writing in the genre is required. Prerequisite: ENG 2000.

ENG 3030—Novel (3)
Readings of selected novels representing historical, thematic, and cultural trends in world literature. Writing in the genre is required. Prerequisite: ENG 2000.

ENG 3040—Modern Drama (3)
For description, see COM 4400.

ENG 3050—Satire (3)
Readings in classical, neoclassical, and modern literature which emphasize reform and correction of individuals and societies, including works by Juvenal, Erasmus, Swift, Twain, Thurber. Writing in the genre is required.

ENG 3060—Film Theory and Criticism (3)
For course description, see COM 3700.

ENG 3100—American Puritans and Romantics (3)
A survey of the major authors and literary movements from the Colonial period up to the Civil War, including Edwards, Franklin, Irving, Cooper, Bryant, Poe, Emerson, Thoreau, Hawthorne, Melville, Dickinson, Whitman.

ENG 3200—American Realists and Moderns (3)
A survey of American literature from the Civil War to the present, including works by Twain, Crane, London, Dreiser, Anderson, Hemingway, Fitzgerald, O'Neill, Cather, Lewis, Updike.

ENG 3300—Creative Writing (3)
The course provides opportunity for exploring and developing individual creativity through written expression and for developing critical judgment in creative writing, especially poetry and short fiction.

ENG 3320—Descriptive English Grammar (3)
Introduces students to the study of language and demonstrates how and why this study is central to all human phenomena. Includes the study of language universals and acquisition, scientific analysis of English grammar, sentence structure, and usage.

ENG 3400—Southern Literature (3)
A study of modern and contemporary southern writers, including Faulkner, O'Connor, Welty, the Fugitives, Conroy, Percy.

ENG 3510—Medieval Literature (3)
A study of the Anglo–Saxon and Medieval period to 1400, focusing on Celtic prose and poetry, Chaucer, Langland, and continental influences.

ENG 3520—Renaissance Literature (3)
A study of the period 1400–1660, focusing on drama and poetry, including Spencer, Marlowe, the Metaphysicals, and Milton.

ENG 3550—Shakespeare (3)
A study of representative plays by William Shakespeare within the context of their historical and cultural milieu of the Elizabethan and Jacobean theatre.

ENG 3580—Enlightenment Literature (3)
A study of the period, 1660–1798, including Dryden, Pope, Swift, Hogarth, and Johnson.

ENG 3610—Romantic Literature (3)
A study of the Romantic period, 1798–1832, including Blake, Wordsworth, Coleridge, Byron, Shelley, Keats.

ENG 3620—Victorian Literature (3)
A study of the prose and poetry of Victorian England, 1832–1901, including Dickens, Tennyson, Browning, Bronte, Arnold, Wilde.

ENG 3700—Modern British and American Literature (3)
A study of Anglo–American writers of the twentieth century, including Joyce, Woolf, Lawrence, Yeats, Auden, Shaw, Eliot, Faulkner, Fitzgerald, Hemingway, the Expatriates.

ENG 3750—Children's Literature (3)
A survey of children's literature in preparation for elementary school teaching and children's librarianship. The best of picture books and prose for children are introduced. Emphasis is placed on implementation of an effective literature program in the elementary grades.

ENG 3800—Adolescent Literature (3)
A survey of young adult fiction in preparation for secondary school teaching. Emphasizes development of an effective secondary level literature program, which reflects cultural and ethnic diversity.

ENG 3900—Scriptwriting (3)
For course description, see COM 3900.

ENG 4000—Literary Criticism (3)
A study of literary history, theory, and criticism including genetic, Mimetic, formalist, affective, intertextual, and post–structural approaches. The course emphasizes development of individual criteria for evaluation and teaching of literature through seminar presentations, reading of scholarly publications, and writing articles using a selected critical approaches to analyze a given literary work.

ENG 4100—Honors Writing (1–2)
Individual projects in creative writing and journalism for selected students with writing ability. Maximum of 2 hours may be applied to a major or minor. Graded S/U.

ENG 4110—Journalistic Ethics and Society (3)
Examines ethical practices in journalism in regard to news gathering and copy editing, as well as propaganda and legal issues.

ENG 4200—Comparative Literature (3)
Selected contemporary world literature in translation, including works by European, African, Asian, and Latino writers.

ENG 433R—Readings in Literature (1–2)
Directed readings in the works of a particular period, culture, theme, or genre. Limited to students with a strong background in literature. Maximum of 2 hours may be applied to a major or minor.

ENG 4330—Directed Study and Research in English (1–3)
Individual guided study and research in areas related to the English field. Projects must be approved by the instructor before enrollment.

ENG 4400—Teaching of Writing (3)
An intensive review of grammar and composition with instruction in pedagogical techniques for prospective teachers, writers, and editors. Emphasizes current methods of teaching writing for varied age

groups. Includes 40 hours observation and supervised tutoring in basic or freshman English classes.

ENG 4500—Seminar: Special Topics in Literature (1–3)
Seminar for upper–division students who desire to investigate specialized aspects of literature or cross–disciplinary studies in the arts and humanities. Course content varies, so students may register more than once. Possible areas of study include: Fantasy Literature, Women in Literature, Literature and Philosophy (Music, History, Psychology, etc.). Extensive travel may also be involved. May be taken by permission.

ENG 4510—Career Internship in English (1–3)
Supervised study, observation, participation, and instruction in various English–related fields, including writing, editing, tutoring. Internships will be arranged in conjunction with the student's career interests and will include both on–campus and off–campus assignments. Supervision coordinated with the Career Planning Office. (Maximum of 6 hours.) Graded S/U.

ENG 4600—Senior Recitation for English Majors (1)
Individual guided study and research in areas related to the English field. All senior English majors are required to prepare, under faculty advisement and approval, either a collection of creative writing or a scholarly paper to be presented in a public program.

FOREIGN LANGUAGE

FRE 1000—Elementary French I (3)
An introduction to French vocabulary, grammar, history, and civilization.

FRE 1500—Elementary French II (3)
Further development of language skills in French, both written and oral. Recommended for students planning on graduate school or ethnic ministries. Prerequisite: FRE 1000 or permission of instructor.

FRE 2000, 2500—Intermediate French I, II (3), (3)
A thorough review of grammar with more advanced exercises in speaking, reading and writing French. Prerequisite: FRE 1500, 3 years of high school French or permission of instructor.

GER 1000—Elementary German I (3)
An introduction to German vocabulary, grammar, history, and civilization.

GER 1500—Elementary German II (3)
Further development of language skills in German, both written and oral. Recommended for students planning on graduate school or ethnic ministries. Prerequisite: GER 1000 or permission of instructor.

GER 2000, 2500—Intermediate German I, II (3), (3)
A thorough review of grammar with more advanced exercises in speaking, reading and writing German. Prerequisite: GER 1500, 3 years of high school German or permission of instructor.

SPA 1000—Elementary Spanish I (3)
An introduction to Spanish vocabulary, grammar, history, and civilization.

SPA 1500—Elementary Spanish II (3)
Further development of language skills in Spanish, both written and oral. Recommended for students planning on graduate school or ethnic ministries. Prerequisite: SPA 1000 or permission of instructor.

SPA 2000, 2500—Intermediate Spanish I, II (3), (3)
A thorough review of grammar with more advanced exercises in speaking, reading, and writing Spanish. Prerequisite: Spanish 1500, 3 years of high school Spanish or permission of the instructor.

Division of Music

FACULTY

SAMUEL D. GREEN, Chair, Division of Music, Associate Professor of Music, 1998—
B.S., Trevecca Nazarene University, 1987; M.M.Ed., Belmont University, 1989; Ed.D. Tennessee State University, 1998.

JAMES S. FOGLESONG, Director of Music Business Program, 1999—
B.M., Eastman School of Music, 1950.

PAUL A. CHRISTIANSON, Associate Professor of Music, 1993—
B.A., Northwest Nazarene College, 1986; M.A., University of Idaho, 1988; D.M.A., University of Georgia, 1997.

TIMOTHY H. CIERPKE, Professor of Music, 1988—
B.A., Point Loma College, 1971; M.M., Samford University, 1979; D.M.A., Southern Baptist Theological Seminary, 1987.

DAVID J. DIEHL, Assistant Professor of Music, 1997—
B.S., Trevecca Nazarene University, 1989, M.S. Trevecca Nazarene University, 1990; M.A., Austin Peay State University, 1997.

JENNIE L. GORTON, Assistant Professor of Music, 2000—
B.A., Eastern Nazarene College, 1992; M.M., Boston University, 1998.

FRED A. MUND, Professor of Music, 1968—
B.S., Olivet Nazarene College, 1962; M.S., Butler University, 1965.

Division of Music

The Division of Music offers majors in Music within a Liberal Arts setting with emphases in Music Business, Church Music, Music Education, and Performance. Career and service opportunities in music include serving in various aspects of the music industry, ministers of music, teaching in public and private schools and colleges which offer programs in vocal or instrumental music, professional singing and playing in symphonies, opera, orchestras, and church musician positions.

The Music Division's educational philosophy is based on the premise that a student must experience the performing of music. Therefore, each degree program offers opportunities to perform with either vocal or instrumental groups on campus in addition to the basic core of music courses. There are ten performing ensembles in the Division of Music: Ambassadors, Choral Union, Covenant Choir, Jazz Ensemble, Madrigalians, Opera Workshop, Treble Tones, Trevecca Symphony Orchestra, University Handbell Choir, and Wind Ensemble.

Students who are not music majors may elect courses in music, perform in ensembles, or study applied music in order to broaden and enrich their appreciation of the fine arts.

The Division of Music is a member of the National Association of Schools of Music which is the accrediting agency for schools and departments of music in colleges and universities.

Departmental Objectives

1. To provide opportunity for all students to broaden their understanding of music by:
    a. Developing a functional knowledge of the language and grammar of music.
    b. Developing the ability to hear, identify and relate aesthetically the elements of music: rhythm, melody, harmony, structure.
    c. Developing an understanding of the methods by which music is composed.
    d. Developing an acquaintance with a wide selection of music literature.
    e. Developing within the student the ability to discriminate in music.
2. To function as a service area for the university community by providing regular recital series, special concerts for varied occasions: convocations, chapels, commencement, etc.
3. To prepare musically educated individuals for various areas of performance, teaching, church music and entrance into the music business industry, developing both skills and philosophy relevant to these areas.
4. To provide adequate background for graduate study in music.

Music Education Major Objectives

Music Education Majors are required the same major curriculum as Music Majors. The same objectives apply to all programs. The courses (MUS 2300-2330) Brass, Woodwind, String, and Percussion Methods; (MUS 4400) Materials and Methods for Elementary School Music, (MUS 4410) Materials and Methods for Elementary School Music address objectives II and IV listed in the Teacher Education Program.

Each teaching candidate must do a 15-week enhanced student teaching core in elementary and middle or secondary school to meet state certification requirements.

Applied Study

Students should have had pre-college experience in their major applied field. Instruction is required each semester until the 8-semester-hour minimum requirement is satisfied, and a senior recital is given.

Each student desiring applied study (voice, keyboard, instrumental) must audition for placement. To register for applied study, the student must have approval of the instructor involved.

A minimum of 8 hours of applied credits are required for a major, at least 4 of which must be upper division (4000 level) taken consecutively over 4 semesters. Four (4) hours of credit are required for minors, and this must be taken in one applied area.

One-hour (1) credit	a weekly half-hour lesson
Two-hours (2) credit	a weekly one-hour lesson

Division Regulations

Students interested in a music major must make formal application to the division. An important part of the application procedure is an audition in the student's major applied area. Applicants should be prepared to play representative works from their repertoire in the case of instrumentalists, or sing representative vocal selections demonstrating proper interpretation, good diction and acceptable intonation.

Additional placement procedures are proficiency examinations in music theory (written and aural), and functional keyboard skills. Students will be placed in the appropriate classes.

Students intending to pursue the Music Education degree must also make formal application to the Teacher Education Program. This is normally done when the student is enrolled in Education 1500, which is prerequisite to all other professional education courses. The description of this major is also listed in the Teacher Education Program section.

B.S. in Music (Liberal Arts)

General Education*			56 hours
MUS	1515	Art for Music Majors	(1)
MUS	2000	Technology for Music Majors	(2)
ENG	1020	English Composition	(3)
ENG	1080	Critical Reading, Writing, and Thinking	(3)
ENG	2000	World Literature	(3)
COM	1010	Speech Communication	(3)
REL	2000	Introduction to Biblical Faith	(3)
REL	3000	Christian Tradition	(3)
REL	4000	Christian Life and Ministry	(3)
PHL	2010	Introduction to Philosophy	
		or	
PHL	3070	Ethics	(3)
HIS	1400	World Civilization I	
		or	
HIS	1450	World Civilization II	(3)
BUS	2010	Financial Stewardship	(2)

Social Science—Choose From: (6)

Institutional—Choose one

ECO	2000	Principles of Macroeconomics (3)
ATH	3010	Introduction to Anthropology (3)
POL	2020	American Political Institutions (3)
SWK	1200	Introduction to Social Work (3)
HIS	1400	World Civilization I (3) or HIS 1450 — World Civilization II (3) (whichever is not used to satisfy the World Civilization Context in the Contexts Tier)

Behavioral—Choose one

PSY	2010	General Psychology (3)
SOC	2010	General Sociology (3)
COM	2010	Interpersonal Communication (3)

Life Science—Choose one (4)

SCI	1500	Life Science (4)
SCI	2000	Introduction to Environmental Science (4)
BIO	1510	General Biology (4)

Physical Science—Choose one (4)

SCI	1600	Physical Science (4)
SCI	2510	Earth and Space Science (4)
CHE	1010	Principles of Inorganic and Organic Chemistry (4)
CHE	1040	General Chemistry I (4)
PHY	2000	Physical Geology (4)
PHY	2110	General Physics I (4)

Mathematics—Choose one (4)

MAT	1040	Concepts of Mathematics (4)
MAT	1055	College Algebra (4)
MAT	1310	Pre-Calculus (4)
MAT	1510	Calculus I (4)

HPE	1000	Introduction to Health and Fitness	(1)
HPE		Activity Course	(1)
HPE		Activity Course	(1)

Music Major **38 hours**

MUS	1300	Finale	(2)
MUS	2010-3020	Theory I, II, III, IV	(8)
MUS	2060-3070	Aural Theory I, II, III, IV	(8)
MUS	2115-3115	History I, II, III	(9)
MUS	2500	Introduction to Church Music	(2)
MUS	3100/3110	Conducting	(4)
MUS	4010	Orchestration	(3)
MUS		Literature and Pedagogy	(2)

Performance Minor **20 hours**

MUS	1200	Recital Attendance (Required each semester)	(0)
MUS		Applied, Lower Division	(4)
MUS		Applied, Upper Division	(4)
MUS		Secondary Applied	(optional)
MUS	3600	Keyboard Proficiency	(0)
MUS	4600	Senior Recital	(0)

MUS	Ensemble (Choral Union required)	(12)
General Electives		**14 hours**
Total		**128 hours**

B.S. IN MUSIC (MUSIC BUSINESS)

General Education		**59 hours**
MUS 1515	Art for Music Majors	(1)
MUS 2000	Technology for Music Majors	(2)
ENG 1020	English Composition	(3)
ENG 1080	Critical Reading, Writing, and Thinking	(3)
ENG 2000	World Literature	(3)
COM 1010	Speech Communication	(3)
REL 2000	Introduction to Biblical Faith	(3)
REL 3000	Christian Tradition	(3)
BUS 2010	Financial Stewardship	(2)
REL 4000	Christian Life and Ministry	(3)
Foreign or Diction Class		(3)
PHL 2010	Introduction to Philosophy	
	or	
PHL 3070	Ethics	(3)
HIS 1400	World Civilization I	
	or	
HIS 1450	World Civilization II	(3)
Social Science		(6)
ECO 2000	Principles of Macroeconomics (3)	
Behavioral—Choose one		
PSY 2010	General Psychology (3)	
SOC 2010	General Sociology (3)	
COM 2010	Interpersonal Communication (3)	
Life Science—Choose one		(4)
SCI 1500	Life Science (4)	
SCI 2000	Introduction to Environmental Science (4)	
BIO 1510	General Biology I (4)	
Physical Science—Choose one		(4)
SCI 1600	Physical Science (4)	
SCI 2510	Earth and Space Science (4)	
CHE 1010	Principles of Inorganic and Organic Chemistry (4)	
CHE 1040	General Chemistry I (4)	
PHY 2000	Physical Geology (4)	
PHY 2110	General Physics I (4)	
Mathematics—Choose one		(4)
MAT 1040	Concepts of Mathematics (4)	
MAT 1055	College Algebra (4)	
MAT 1310	Pre-Calculus (4)	
MAT 1510	Calculus I (4)	
HPE 1000	Introduction to Health and Fitness	(1)
HPE	Activity Courses	(2)
General Elective		(3)

Music Major			42 hours
MUS	1300	Finale	(2)
MUS	2010-3020	Theory I, II, III, IV	(8)
MUS	2060-3070	Aural Theory I, II, III, IV	(8)
MUS	2115-3115	History I, II, III	(9)
MUS	3100	Conducting	(2)
MUS	4010	Orchestration	(3)
MUS	1200	Recital Attendance (required each semester of applied)	(0)
		Applied (Lower Division)	(4)
		Ensemble (Choral Union—6 hours required)	(6)

Music Business Core			30 hours
MUS	1100/1110	Survey of Music Business I, II	(5)
MUB	1700	Copyright Law	(3)
MUB	1050	Introduction to Recording Studio	(2)
MUB	1150	Survey Practicum in Music Business	(1)
MUB	1720	Field Experience in Music Business	(1)
MUB	4510	Internship	(4)
ACT	2000	Accounting Fundamentals	(3)
MKT	3100	Principles of Marketing	(3)
BUS	3030	Business Management	(3)
MUS	4015	Senior Project	(0)
		Additional ACT, MKT, or BUS course	(3)

Music Business Electives	3 hours
BUS 3040	Human Resources Management (3)
BUS 4030	Business Finance (3)
BUS 4040	Business Law I (3)
MUB 1710	Music Industry Law (3)
MUB 2210	Music Copying (2)
MUB 2220	Music Publishing (2)
MUB 2780	Studio Musician (2)
MUB 2200	PR-Music Industry (2)
MUB 2300	Songwriting (2)
MUB 3210	Concert Management (2)
MUB 3200	Music Merchandising (2)
MUB 2105	Music Industry Repertory (2)
MUS 3110	Advanced Conducting (2)
MUS 3050	Instrument Repair (2)
	Applied (Upper Division) (1-4)
MUB 3300	Artist Management (2)
MUB 3500	Operation of a Record Company (2)
Total	132 hours

B.S. in Music Education (K–12 Licensure) (Vocal/General or Instrumental Endorsement)

General Education for Music Education Majors			60 hours
ALH	2100	Public School Health	(3)
COM	1010	Speech Communication	(3)
MUS	1515	Art for Music Majors	(1)

MUS	2000	Technology for Music Majors	(2)
ENG	1020	English Composition	(3)
ENG	1080	Critical Reading, Writing, and Thinking	(3)
ENG	2000	World Literature	(3)
HIS	1400	World Civilization I	
		or	
HIS	1450	World Civilization II	(3)
HPE	1000	Introduction to Health and Fitness, or Activity Course, or Marching Band	(1)

Social Science (6)

Institutional—Choose one

ECO	2000	Principles of Macroeconomics (3)
ATH	3010	Inroduction to Anthropology (3)
POL	2020	American Political Institutions (3)
SWK	1200	Introduction to Social work (3)
HIS	1400	World Civilization I (3) or HIS 1450 World Civilization II (3) (whichever is not used to satisfy the World Civilization Context in the Context Tier)

Life Science—Choose one (4)

SCI	1500	Life Science (4)
SCI	2000	Introduction to Environmental Science (4)
BIO	1510	General Biology (4)

Physical Science—Choose one (4)

SCI	1600	Physical Science (4)
SCI	2510	Earth and Space Science (4)
CHE	1010	Principles of Inorganic and Organic Chemistry (4)
CHE	1040	General Chemistry I (4)
PHY	2000	Physical Geology (4)
PHY	2110	General Physics I (4)

Mathematics: Choose one (4)

MAT	1040	Concepts of Mathematics
MAT	1055	College Algebra
MAT	1310	Pre-Calculus
MAT	1510	Calculus I

PHL	2010	Introduction to Philosophy	
		or	
PHL	3070	Ethics	(3)
PSY	2010	General Psychology	(3)
REL	2000	Introduction to Biblical Faith	(3)
REL	3000	Christian Tradition	(3)
REL	4000	Christian Life and Ministry	(3)
SOC	2500	Family in Society	(3)
BUS	2010	Financial Stewardship	(2)
General Elective			(3)

Music Major Core **36 hours**

MUS	1300	Finale	(2)
MUS	2010-3020	Theory I, II, III, IV	(8)
MUS	2060-3070	Aural Theory I, II, III, IV	(8)
MUS	2115-3115	History I, II, III	(9)
MUS	2500	Introduction to Church Music	(2)

MUS	3100/3110	Conducting	(4)
MUS	4010	Orchestration	(3)

Music Performance Minor **16 hours**

MUS	1200	Recital Attendance (required each semester)	(0)
MUS		Applied Study Lower Division*	(4)
MUS		Applied Study Upper Division*	(4)
MUS	3600	Keyboard Proficiency	(0)
MUS	4600	Senior Recital	(0)
MUS		Ensemble*	(8)

For Vocal/General endorsement—Applied Study Lower/Upper Division will be Voice, and the Ensemble will consist of Choral Union.

For Instrumental endorsement—Applied Study Lower/Upper Division will be Instrumental, and the Ensemble will consist of Wind Ensemble.

Minor in Professional Secondary K-12 **39 hours**

EDU	1500	Foundations of Education*	(3)
EDU	3020	Educational Media and Microcomputers	(2)
EDU/PSY	2515	Learning and Cognition in Pre-Adol & Adol	(3)
EDU	2555	Instructional Methods K-12**	(4)
EDU	2556	Methods for Effective Classroom Climates	(3)
EDU	3510	Reading and Writing in the Content Areas	(3)
EDU	4600	Student Teaching Seminar	(3)
MUS	2300	Brass Methods	(1)
MUS	2310	Woodwind Methods	(1)
MUS	2320	String Methods	(1)
MUS	2330	Percussion Methods	(1)
MUS	4400	Materials and Methods for Elem. Sch. Mus.	(3)
MUS	4410	Materials and Methods for Sec. Sch. Mus.***	(3)
PSY	2175	Human Growth and Development	(3)
PSY	3411	Introduction to the Exceptional Learner	(3)
PSY	4020	Educational Tests and Measurements	(2)

Field Experience **12 hours**

EDU	1010	Foundations Practicum	(1)
EDU	2013	Secondary Clinical Field Experience	(1)
EDU	4550	Secondary Methods Clinical Field Experience	(1)
EDU	4670	Enhanced Student Teaching Sec. Sch.	(9)

Concurrent Courses

*EDU	1010	Foundations Practicum
**EDU	2013	Secondary Clinical Field Experience (Field experience in major or minor area)
***EDU	4550	Secondary Methods Clinical Field Experience

Total **163 hours**

B.S. in Church Music

General Education Core **59 hours**

MUS	1515	Art for Music Majors	(1)
MUS	2000	Technology for Music Majors	(2)
BUS	2010	Financial Stewardship	(2)

Foreign Language or Diction Class			(3)
ENG	1020	English Composition	(3)
ENG	1080	Critical Reading, Writing, and Thinking	(3)
ENG	2000	World Literature	(3)
COM	1010	Speech Communication	(3)
REL	2000	Introduction to Biblical Faith	(3)
REL	3000	Christian Tradition	(3)
REL	4000	Christian Life and Ministry	(3)
PHL	2010	Introduction to Philosophy	
		or	
PHL	3070	Ethics	(3)
HIS	1400	World Civilization I	
		or	
HIS	1450	World Civilization II	(3)
HPE	1000	Introduction to Health and Fitness	(1)
HPE		Activity Course	(1)
HPE		Activity Course	(1)
Social Science			(6)
Institutional—Choose one			
ECO	2000	Principles of Macroeconomics (3)	
ATH	3010	Inroduction to Anthropology (3)	
POL	2020	American Political Institutions (3)	
SWK	1200	Introduction to Social work (3)	
HIS	1400	World Civilization I (3) or HIS 1450 World Civilization II (3) (whichever is not used to satisfy the World Civilization Context in the Context Tier)	
Behavioral—Choose one			
PSY	2010	General Psychology (3)	
SOC	2010	General Sociology (3)	
COM	2010	Interpersonal Communications (3)	
Life Science—Choose one			(4)
SCI	1500	Life Science (4)	
SCI	2000	Introduction to Environmental Science (4)	
BIO	1510	General Biology (4)	
Physical Science—Choose one			(4)
SCI	1600	Physical Science (4)	
SCI	2510	Earth and Space Science (4)	
CHE	1010	Principles of Inorganic and Organic Chemistry (4)	
CHE	1040	General Chemistry I (4)	
PHY	2000	Physical Geology (4)	
PHY	2110	General Physics I (4)	
Mathematics—Choose one			(4)
MAT	1040	Concepts of Mathematics	
MAT	1055	College Algebra	
MAT	1310	Pre-Calculus	
MAT	1510	Calculus I	
General Elective			(3)

Music Major **39 hours**

MUS	1300	Finale	(2)
MUS	2010–3020	Theory I, II, III, IV	(8)

MUS	2060-3070	Aural Theory I, II, III, IV	(8)
MUS	2115–3115	History I, II, III	(9)
MUS	2500	Introduction to Church Music	(2)
MUS	3100/3110	Conducting	(4)
MUS	4010	Orchestration	(3)
MUS	4020	Choral Arranging	(3)

Church Music Professional Core **17 hours**

MUS	1850	University Handbell Choir	(1)
MUS	2200	Church Music Practicum	(2)
MUS	2300/2330	Instrumental Methods	(4)
MUS	2510	Seminar in Church Music Programs	(2)
MUS	2520	Choral Literature and Pedagogy	(2)
MUS	3500	Hymnology	(3)
MUS	4100	Seminar in Advanced Conducting	(1)
MUS	4510	Career Internship in Church Music	(2)

Performance Minor **24 hours**

MUS	1200	Recital Attendance (required each semester)	(0)
MUS		Applied/Lower Division	(4)
MUS		Applied/Upper Division	(4)
MUS		Secondary Applied	(4)
MUS	3600	Keyboard Proficiency	(0)
MUS	4600	Senior Recital	(0)
MUS		Ensemble (Choral Union required)	(12)

Total **139 hours**

Music Minor

Total **23 hours**

MUS	2010-2020	Theory I and II	(4)
MUS	2060-2070	Aural Theory I, II	(4)
MUS	3100	Elementary Conducting	(2)
Music Electives			(3)
Performance hours			(10)

Applied Study (4)
(at least 2 private)
Ensemble (6)
Choral Union or Wind Ensemble (4)
Ambassadors
Wind Ensemble
Covenant Choir
University Handbell Choir
Jazz Ensemble
Treble Tones
Trevecca Symphony Orchestra
Chamber Ensemble

Church Music Minor (limited to religion majors)

Total **18 hours**

MUS	1000	Music Fundamentals	(3)
MUS	3100	Elementary Conducting	(2)
MUS	2500	Introduction to Church Music	(2)
MUS	3500	Hymnology	(3)
MUS	2520	Choral Literature and Pedagogy	(2)
MUS	1600-2620	Class Piano	(2)
MUS	1820	Choral Union	(2)
		Applied Voice	(2)

For Music Business:

No grade lower than C- will be allowed in the 44–hour music major area, and a C- average must be achieved in the 33-hour music business core to meet degree graduation requirements.

CLASS INSTRUCTION

Class instruction in voice, piano, and guitar provides small group instruction for those with little or no previous study. Music majors may not count class instruction in their principal applied area toward graduation requirements. Minors may count up to 2 hours. Voice majors may count one semester of MUS 1630 toward graduation requirements.

VOCAL DICTION

Fundamental elements of foreign language designed to assist voice students in their study of German, Italian, and French repertoire.

STUDIO INSTRUCTION

Private instruction is available for the applied areas. Students other than music majors and minors with sufficient background and interest are encouraged to elect studio instruction whenever teaching time is available. Juries are held each semester. All majors must pass an applied examination at the end of their 4th semester of study before they will be permitted to register for 4000–level (Upper Division) applied study. Music majors must register for 4 consecutive semesters of 4000–level study in order to meet graduation requirements. Music Business Majors desiring to do senior recital must pass 4th semester exam and have 4 hours of upper division credit. One 30-minute lesson per week carries 1 hour of credit and requires a minimum of 6 hours outside practice weekly. All music majors are required to attend concerts and recitals sponsored by the division.

ENSEMBLES

Any student may apply for membership in one or more of the divisional ensembles which provide opportunity for a variety of musical experiences through performances. Music majors and minors are required to participate in an appropriate ensemble each semester they are enrolled in applied study; i.e., voice and keyboard students enroll in Choral Union, orchestral students enroll in Wind Ensemble, guitar students enroll in Guitar Ensemble, and string students enroll in Trevecca Symphony Orchestra.

MUSIC COURSE DESCRIPTIONS

THEORY, HISTORY, AND LITERATURE

MUS 1000—Music Fundamentals (3)

A basic theory course designed for the non-music major or as a review for the prospective music major. Covers elementary problems in rhythm, time signatures, scales, intervals and chords.

MUS 1300—Finale (2)
This course is designed for the entering music student. The music writing program "Finale" will be learned with a hands-on format. "Finale" is the basic language of the department of music and is basic to all writing courses that follow. No prerequisites.

MUS 1500—Fine Arts (3)
This course will be designed to give students a working knowledge of the development of music, art, sculpture and architecture from ancient times to the present with an emphasis on the Western Fine Arts. The goal of the class is to serve the student in developing skills to intelligently critique and understand the arts covered during the course of this class.

MUS 1515—Art for the Music Major (1)
This course is designed to give students a working knowledge of the development of art, sculpture, and architecture from ancient times to the present with an emphasis on the Western Fine Arts. The goal of this class is to serve the student in developing skills to intelligently critique and understand the arts covered during the course of this class.

MUS 2000—Technology for Music Majors (2)
This course is designed to familiarize the music major with word processing, spreadsheets, databases and Internet. Students will be expected to be able to store, retrieve and manipulate material on the computer. Substitutes for General Education requirement CIS 1500 (Computer Literacy). Prerequisite MUS 1300.

MUS 2010—Theory I (2)
The study of music from Medieval Period to 1700. Students will be expected to compose and analyze music appropriate to the styles studied within the context of the era under investigation. Students will be expected to make use of the Macintosh Computer Lab to aid in their instruction. The music writing program FINALE is introduced at this level. Prerequisite MUS 1000 or passing of entrance test.

MUS 2020—Theory II (2)
Continuation of Theory I. The study of music from 1700 to 1800.

MUS 2035—Great American Musical (3)
A study of the American Musical Stage. Emphasis on the study of musical styles so as to illustrate techniques for writing topical or situational songs.

MUS 2060—Aural Theory I (2)
The teaching of aural skills in Music Theory, focusing on both dictation and sight singing with the single goal of developing internal musical perception; the ability to hear musical relationships accurately and with understanding. Equal emphasis on melodic, harmonic, and rhythmic elements in music. Classroom and computer lab instruction utilized.

MUS 2070—Aural Theory II (2)
Continuation of Aural Theory I.

MUS 2115—History I (3)
The study of composers and their music including the Medieval through the Baroque periods. Projects on one composer and one composition will be assigned. Timesketch (computer) analysis will be used on several representative pieces from these periods.

MUS 2125—History II (3)
The study of composers and their music including the Classical and Romantic periods. Projects on one composer and one composition will be assigned. Timesketch (computer) analysis will be used on several representative pieces from these periods.

MUS 3010—Theory III (2)
Continuation of Theory II. The study of music from 1800 to 1900. Instruction is provided for the FINALE music writing program at this level.

MUS 3020—Theory IV (2)
Continuation of Theory III. The study of music from 1900 to the present with emphasis on non-traditional forms of composition.

MUS 3030—A Melodic Approach to Music Theory (1-3)
A music writing course designed for organists, choir directors, studio musicians, "jingle" writers, backup singers or any musician who on occasion has to create, recreate or arrange material for special situations.

MUS 3060—Aural Theory III (2)
Continuation of Aural Theory II

MUS 3070—Aural Theory IV (2)
Continuation of Aural Theory III

MUS 3100—Elementary Conducting (2)
A study of the fundamentals of conducting. Emphasis on beat patterns and methods of indicating meter, tempo, volume, and style. Material drawn from sacred and secular choral music. Open to all students. Required of all majors and minors.

MUS 3110—Advanced Conducting (2)
Continuation of MUS 3100 with emphasis on baton skills. Materials will be drawn from appropriate instrumental and instrumental/ choral combination literature.

MUS 3115—History III (3)
The study of composers and their music in the 20th Century including commercial music. Projects on one composer and one composition will be assigned. Timesketch (computer) analysis will be used on several representative pieces from this period.

MUS 3620— Diction for Singers (3)
The course is designed to familiarize the singer with the basic rules of pronunciation in Italian, German, and French languages with instruction in the International Phonetic Alphabet.

MUS 4010—Orchestration (3)
A practical study of the techniques of arranging for various types of instrumental groups. Prerequisite: MUS 2020,

MUS 4020—Choral Arranging (3)
Intended to give the student competency in arranging music for all types of vocal combinations. Prerequisite: MUS 2020.

MUS 4100—Seminar in Advanced Conducting (1)
Advanced study in conducting, majoring on actual conducting experience under faculty supervision. Open only to those who have completed the regular conducting sequence of courses, with consent of the instructor.

MUS 4200—Keyboard Literature and Pedagogy (2)
Involves the theory and practice of teaching applied keyboard instruments. Included are discussion and study of materials and methods; may include practical experience of teaching in a lab situation.

MUS 4212—Vocal Literature (2)
Familiarizes the student with the music composers of vocal music including art songs, oratorio, and opera. Discusses the suitablity of the music pedagogial purposes.

MUS 4216—Vocal Pedagogy (2)
This course is designed to learn the basic technique for singing. Includes the study of material and methods with practical experience of teaching in a lab situation.

MUS 4220—Woodwind Literature and Pedagogy (2)
Involves the theory and practice of teaching applied woodwinds. Includes discussion and study of materials and methods with practical experience of teaching in a lab situation.

MUS 4230—Brass Literature and Pedagogy (2)
Involves the theory and practice of teaching applied brass. Includes discussion and

study of materials and methods with practical experience of teaching in a lab situation.

MUS 4240—String Literature and Pedagogy (2)
Involves the theory and practice of teaching applied strings. Includes discussion and study of materials and methods with practical experience of teaching in a lab situation.

MUS 4330—Directed Study in Music (1-3)
Consists of special projects or specialized research in music.

MUS 4500—Seminar: Special Topics in Music and Literature (1-3)

MUSIC EDUCATION

MUS 2300—Brass Methods (1)
A study of teaching problems through the practical experience of learning to play brass under supervision. Development of fundamental techniques and acquaintance with literature for the beginning student.

MUS 2310—Woodwind Methods (1)
A study of teaching problems through the practical experience of learning to play woodwinds under supervision. Development of fundamental techniques and acquaintance with literature for the beginning student.

MUS 2320—String Methods (1)
A study of teaching problems through the practical experience of learning to play strings under supervision. Development of fundamental techniques and acquaintance with literature for the beginning student.

MUS 2330—Percussion Methods (1)
A study of teaching problems through the practical experience of learning to play percussion under supervision. Development of fundamental techniques and acquaintance with literature for the beginning student.

MUS 3050—Instrument Repair (2)
A course dealing with the methods, materials and skills needed in repairing musical instruments of all kinds. Students will be required to dissemble and reassemble instruments and diagnose and correct problems in malfunctioning instruments.

MUS 3400—Music for Elementary Classroom Teachers (3)
For Elementary Education majors only. Philosophy, method and materials for teaching music in a regular classroom.

MUS 3910—Midi/Sequencing Techniques in Music (2)
This is an advanced course designed for those students desiring more skills and training in using midi and sequencing techniques in the recording process. Various midi devices including Korg and PROteus will be used in conjunction with "Metro 4" sequencing program to record in analog and digital formats. Prerequisite: MUS 1300—Finale.

MUS 4400—Materials and Methods for Elementary School Music (3)
This course investigates philosophical and psychological foundations of Music Education as well as special methods for the Elementary Music specialist. For music majors only. A practicum is included in the course requirements.

MUS 4410—Materials and Methods for Secondary School Music (3)
Designed to help in developing the practics involved in teaching music in the middle and high school. History, philosophy, discipline, conducting, administration, student learning styles, personal professionalism and resources for the music educator will be examined.

MUS 4420—Marching Band Techniques (3)
Designed to prepare Instrumental Music Education Majors for Marching Band responsibilities at the high school level. Subjects covered include: marching tech-

nique, drill design and writing, drill teaching, marching band arrangements and arranging, outdoor acoustical considerations, marching band equipment and administration.

CHURCH MUSIC

MUS 2200—Church Music Practicum (2)
Intended to give the student an insight into the functioning of a church music program. The student will be available to assist in the operation of the music program short of taking full responsibility for a given service.

MUS 2500—Introduction to Church Music (2)
A practical approach to the everyday responsibilities of a Church Worship leader.

MUS 2510—Seminar in Church Music Programs (2)
Intended to develop strategies for planning musical concerts, cantatas, oratorios and musical plays within the confines of the church. The student will develop a usable knowledge of equipment essential for smooth facilitation of a performance. Prerequisite MUS 2500.

MUS 2520—Choral Literature and Pedagogy (2)
Intended to acquaint the potential church musician with music suitable for worship in the Christian church. The student will develop an ethical approach to singers and singing and will gain knowledge of how to work with the professional singer as well as the non-professional singer in the church.

MUS 3500—Hymnology (3)
The history, classification and practice of the hymnody of the Christian church to the present.

MUS 4510—Career Internship in Church Music (1-3)
Explores the various needs of the church music program. Emphasis is placed on methods and materials available for implementation. Opportunity is given the student to gain practical experience in an approved church situation. Consent of instructor. Supervision coordinated with the Career Planning Office. (Maximum of 6 hours.) Graded S/U.

MUSIC BUSINESS

MUB 1050—Introduction to the Recording Studio (2)
Designed to familiarize the student with the recording studio. Areas covered include basic electronics, tape machines, studio set up, mixing, editing, equipment functions, and engineering fundamentals. The student receives an overall view of the recording studio and its function in the Music Industry. Instruction in 6-track studio B.

MUB 1100—Survey of Music Business I (3)
A study of the theoretical foundations of the music industry with special emphasis given to practical applications. An in-depth study of organizations and a general overview of the industry.

MUB 1110—Survey of Music Business II (2)
A continuation of MUB 1100 with emphasis on industry practics. MUB 1110 taken concurrently with MUB 1150. Prerequisite MUB 1100.

MUB 1150—Survey Practicum in Music Business (1)
Observation and participation in music business companies. Required of music business students, taken concurrently with MUB 1110 in the freshman year. Forty (40) hours of field experience are completed from the following areas: music merchandising, music public relations, music copyright, and music studio. Permission required. Graded S/U. Spring.

MUB 1700—Copyright Law (3)
A study of the complexities of copyright law in the music industry. Prerequisite: MUS 1110.

MUB 1710—Music Industry Law

(3)
A study of the principle and practices of law and management including contract negotiations, torts, crimes, and the relationship of law to the artist and to the market. Prerequisite: MUS 1100.

MUB 1720—Field Experience in Music Business (1)
Observation, participation, and assisting in a music business company. Required of music business students, taken concurrently with MUB 1700 in the sophomore year. Forty (40) hours of field experience are required. Permission required. Prerequisite: MUB 1110. Graded S/U. Fall. Spring.

MUB 2050—Recording Techniques (2)
Hands-on experience is provided in several methods of mixing and recording different instruments and vocalists to produce a variety of musical effects while planning and conducting actual recording sessions involving student performers. Instruction is in the 16-track studio A. Prerequisite MUS 1050.

MUB 2105—Music Industry Repertory (2)
A course designed to familiarize the student with vocal and instrumental repertoire as it relates to working in music sales. The student will learn about cataloging procedures, both traditional and computer-based. He will become familiar with the national and international computer networking procedures used by music stores in ordering and supplying music for customers.

MUB 2200—Public Relations in the Music Industry (2)
This course deals with public relations of the artist, company, and product including: press releases, press kits, press parties, artist kits, news for radio and television, printing bids, and color separation.

MUB 2210—Music Copying (2)
Techniques of music manuscript preparation for professional performance including vocal and instrumental parts for studio recordings, printed educational music, live performances, and lead sheet preparation.

MUB 2220—Music Publishing (2)
An in-depth study of the music publishing area, the course deals with contracts, foreign publishing, catalog development, setting up a publishing company, demo sessions, etc. The standard music publishing concept is also covered.

MUB 2300—Songwriting (2)
The formulation of lyrics and musical ideas into the writing of popular songs (all genres: Christian, country, pop, etc.) Taught by a qualified professional.

MUB 2780—Studio Musician (2)
The course deals with the musician's role in the studio. Included are demo sessions, master sessions, commercial jingles, film and television sound tracks, "head sessions," written arrangements, contracts, taxes, unions and wage scale negotiations. Course also includes simulated recording sessions, field trips, and guest professionals from the recording industry.

MUB 3200—Music Merchandising (2)
A study of the movement of the recorded and printed product from the studio to the ultimate consumer. It includes market structure and analysis, distribution, promotion, charts, airplay, and pricing. Prerequisite: MKT 3100.

MUB 3210—Concert Management (2)
This course deals with the organization of concert promoting, contracts, riders, venues, audience projections and demographics, and finance. Prerequisite: MUS 1100.

MUB 3300—Artist Management (2)
This course is designed to familiarize the potential manager or music industry executive with the areas of involvement from the artist's perspective and to familiarize the potential artist with the manager's

role. Students will learn how to find a manager and when a manager is needed. Required prerequisite: Survey of Music Business II (MUB 1110).

MUB 3500—Operation of a Record Company (2)
This course provides a detailed overview of the record business from the creation of a record to making it available to consumers. Subjects will include staffing, administration, legal and business affairs, marketing and other creative services, sales, and distribution. Required prerequisite: Survey of Music Business II (MUB 1110).

MUB 4015—Senior Project (0)
Analogous to the traditional senior recital, this project is the culmination of the music business student's study. Through public performance, written documents, composing/ arranging, recording/engineering or combinations of these and other skills, the student will exhibit his or her mastery of the field of music business he/she has chosen. Graded S/U.

MUB 4510—Internship (2-4)
Prerequisite of all work through the junior year. The student will apply in the semester prior to the anticipated internship period. The student must secure a faculty sponsor and a sponsoring agency in a field relating to particular specialization. All application forms will be completed and filed no later than one month before the semester during which the internship is to be done. Graded S/U.

PERFORMANCE

All students desiring to study an applied area must have the approval of the Department of Music before they register. Majors are required to study their principal applied area each semester they are enrolled or until they complete their senior recital requirement (MUS 4600).

CLASS INSTRUCTION

MUS 1600—Class Piano I (1)
Beginning class piano. Acquire keyboard skills required to play prepared pieces that include easy melody and accompaniment.

MUS 1610—Class Piano II (1)
A continuation of Class Piano I. Acquire keyboard skills required to play melody and accompaniment pieces that are at an intermediate level of difficulty. Instruction of all major and harmonic minor scales. Prerequisite: MUS 1600 or instructor's approval.

MUS 2600—Class Piano III (1)
A continuation of Class Piano II. Acquire keyboard skills required to play moderately difficult pieces. Harmonize simple folk songs by ear. Harmonize and transpose simple folk songs at sight. Prerequisite: MUS 1610 or instructor's approval.

MUS 2620—Class Piano IV (1)
A continuation of Class Piano III. Acquire keyboard skills required to sight-read open score music, playing at a tempo suitable for singing. Prerequisite: MUS 2600 or instructor's approval.

MUS 1620—Beginning Class Voice (1)
May be repeated—approval of instructor required.

MUS 1630—Intermediate Class Voice (1)
May be repeated—approval of instructor required.

MUS 1640—Beginning Class Guitar (1)
May be repeated.

MUS 1650—Intermediate Class Guitar (1)
May be repeated.

ENSEMBLE

MUS 1800—Covenant Choir (formerly Concert Choir) (1)
A mixed choral organization open to all

students by audition. A varied repertoire from both sacred and secular literature is performed in concerts given throughout the year. The Choir tours throughout the year.

MUS 1810—Ambassadors (1)
A choral ensemble open to all men by audition. A varied repertoire is performed in concerts throughout the year. The Choir tours during Spring Break.

MUS 1815—Treble Tones (1)
A choral ensemble open to all women by audition. A varied repertoire is performed in concerts throughout the year. The Choir tours during Spring Break.

MUS 1820—Choral Union (1)
Open to students and Nashville community. No audition is required, but consent of the director is needed. Larger choral works are performed (Messiah, Elijah, Requiem, etc.) with full orchestra accompaniment. Required ensemble of certain music majors and minors studying applied.

MUS 1825—Madrigalians (1)
A small mixed choral ensemble open to all students by audition. Music of the Renaissance and Baroque eras is featured.

MUS 1830—Wind Ensemble (1)
Open to all students. It provides opportunity for continued development of instrumental performance ability. A balanced repertoire from both sacred and secular literature is performed in concerts given throughout the year. All who wish to participate must be approved by the director. Required of instrumental majors.

MUS 1831—Jazz Ensemble (1)
Open to all students by permission of director. Functioning every semester, the group performs in the more popular idiom, including some jazz.

MUS 1840—Chamber Music Ensembles (1)
Provides opportunity for participation in various types of small vocal or instrumental ensembles such as brass quintet, woodwind quintet, etc. Permission of director.

MUS 1841—Trevecca Symphony Orchestra (1)
Open to students and Nashville community by audition. Continuous openings for strings and occasional openings for winds and percussion. Opportunities to perform stimulating symphonic orchestral and string literature on campus and beyond. Required ensemble of all string majors and minors.

MUS 1850— University Handbell Choir (1)
Open to all students. Prerequisite: ability to read music, permission of director.

MUS 1860—Marching Band (1)
Provides instrumental students with an opportunity to participate in the Vanderbilt Marching Band. Permission of the instrumental instructor is required. At least one hour is required of all instrumental music education majors.

MUS 3800—Opera Workshop (1)
Elective credit for participation in opera workshop.

MUS 3850—Musical Theatre Workshop (1)
This workship offers participation in scenes from a variety of musical theatre shows, past and present. The class focuses on diction, performing, acting, and movement skills. Students participate in a performance at the end of the course, showcasing individual and group numbers. An overview of the history of musical theatre and preparation for a career on stage.

PRIVATE INSTRUCTION

MUS 2700, 4700—Private Piano (1-2)
MUS 2701—Elective Private Piano (1)
MUS 2710, 4710—Private Organ (1-2)

MUS 2720, 4720—Private Voice (1-2)
MUS 2731, 4731—Private Trumpet (1-2)
MUS 2732, 4732—Private Trombone (1-2)
MUS 2733, 4733—Private French Horn (1-2)
MUS 2734, 4734—Private Baritone (1-2)
MUS 2735, 4735—Private Tuba (1-2)
MUS 2741, 4741—Private Flute (1-2)
MUS 2742, 4742—Private Oboe (1-2)
MUS 2743, 4743—Private Saxophone (1-2)
MUS 2744, 4744—Private Bassoon (1-2)
MUS 2745, 4745—Private Clarinet (1-2)
MUS 2751, 4751—Private Violin (1-2)
MUS 2752, 4752—Private Viola (1-2)
MUS 2753, 4753—Private Cello (1-2)
MUS 2754, 4754—Private String Bass (1-2)
MUS 2760, 4760—Private Percussion (1-2)
MUS 2771, 4771—Private Guitar (1-2)
MUS 2772, 4772—Bass Guitar (1-2)

MUSICAL PROFICIENCY

MUS 1200—Recital Attendance (0)
Required of all music majors each semester. To receive a passing grade, students are to attend the required number of concerts as outlined by the music division. Graded S/U. No credit is given and no tuition is charged.

MUS 3600—Keyboard Proficiency (0)
Student must demonstrate keyboard proficiency before graduation or student teaching. The following is representative of what is required: scales, playing from memory, playing by ear, harmonization and transposition of melodies, score reading. **Required of all majors except those in Music Business.** Student must begin the exam process at the time of the Fourth Semester Jury. Student will register and receive credit after passing the proficiency evaluation.

MUS 3700—Junior Recital (1)
Recital for the junior performance major. The recital will be composed of works from various style periods. The candidate must perform a representative portion of the recital before the entire musical faculty one month preceding the scheduled public performance. **Final approval will be given by the faculty at that time.** Student must be concurrently enrolled in applied study. This is an elective for music students (not necessarily music majors or minors).

MUS 3750—Senior Recital for Non-Music Majors (1)
This recital is done with the written approval of the applied instructor. The recital will be composed of works from various style periods. The candidate must perform a representative portion of the recital before the entire music faculty one month preceding the scheduled public performance. **Final approval will be given by the faculty at that time.** Student must be concurrently enrolled in applied as an elective course for students who study applied music for four years but are not music majors.

MUS 4600—Senior Recital for Music Majors (0)
All music majors are required to present a senior recital composed of works from various style periods. The candidate must perform a representative portion of the recital before entire music faculty one month preceding the scheduled public performance. The student must be concurrently enrolled in applied study for 2 credit hours. Prerequisite: MUS 3600. Graded S/U.

Division of Natural and Applied Sciences

ADMINISTRATORS

G. MICHAEL MOREDOCK, Chair, Division of Natural and Applied Sciences

E. CHRISTIS FARRELL, Director of Medical Technology Program*

DAVID M. LENNON, Director of Graduate Pysician Assistant Program

ANN K. FUQUA, Coordinator, Department of Science and Mathematics

L. ALAN SMITH, Coordinator, Department of Human Performance

*Administrators of Medical Technology Internship at Vanderbilt

MARALIE G. EXTON, Program Director of Medical Technology

DAVID R. HEAD, Lab Medical Director

Division of Natural and Applied Sciences

The Division of Natural and Applied Sciences seeks to combine liberal arts, career and professional education, and Christian values in the development of each student. The Division administers baccalaureate degrees for Biology, Chemistry, General Science, Mathematics, Medical Technology, Physical Education, Physics, and Physics Broadcast Technology. It works closely with the Division of Education to prepare the student for teaching in certain of these majors. Pre-professional studies are given for dentistry, engineering, medicine, nursing, pharmacy, physical therapy, veterinary, and physician assistant. The Division also administers the Graduate Physician Assistant Program which offers a Master of Science- Medicine (PA).

Division Objectives

1. To prepare Allied Health students to broaden their career options as managers, public relations persons and/or educators.
2. To prepare students for entry into a senior year of a medical technology program.
3. To provide the pre-professional curriculum necessary for nursing students to successfully complete the baccalaureate or master's degree.
4. To train physician assistant students to perform the more routine tasks of health care management presently performed by the primary care physician, thereby allowing the physician greater freedom and time to deal with more complicated patient problems.
5. To enable science and math students to use their training for industry.
6. To prepare students to successfully enter and complete many different graduate schools in the sciences and math.
7. To prepare science, math, and physical education teachers for the primary and secondary schools.
8. To promote personal fitness, attitude, and responsibility for one's health throughout one's life.

B.S. in Medical Technology

The Medical Technology Program is a four-year course of study which leads to a B.S. Degree in Medical Technology. The student may become eligible for the B.S. degree and National Certification as a registered Medical Technologist through this program by: 1) successfully completing the three-year curriculum on campus, 2) successfully completing a twelve-month internship program at one of the affiliated schools of Medical Technology: Meharry or Vanderbilt and 3) qualifying for the National Registry.

The medical technologist performs both routine and highly sophisticated clinical laboratory procedures in the areas of microbiology, hematology, urinalysis, chemistry, serology, and blood banking. He/she is qualified to supervise technicians and laboratory aides and conduct in-service training of medical personnel.

Internship training programs are accredited by the Committee on Allied Health Education and Accreditation and the American Medical Association upon recommendation by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

Medical Technologist Learning Outcomes

1. Develop proficiency in clinical and epidemiological investigative and control procedures used in the laboratory.
2. Prepare students to logically interpret data in understanding the facts, principles and techniques of clinical laboratory medicine.
3. Prepare students to accept responsibility and accountability for accurate test results.
4. Assist the students to develop problem solving skills and to equip them to assume managerial and leadership roles within the profession.
5. Develop in each student a desire for continual learning and establish patterns for future growth.
6. Assist the student in his or her own intellectual, social and spiritual development.
7. Develop proficiency in laboratory procedures such as chemistry, microbiology, hematology, etc.
8. Instill a desire to strive for new knowledge and progress and to accept changing trends in the profession.

Admission

Any student may enroll in the pre-medical technology program. However, enrollment in this phase of the program does not assure admission to the senior-internship phase of the program. Acceptance into the senior year of training is very competitive, and student selection is accomplished by medical staff at each affiliate hospital.

Students must make application for admission directly to an affiliated hospital medical technology program. This is usually done the fall semester of their junior or senior year. Only those candidates selected for admission will be able to continue in the program. Those not selected may reapply at a later date.

Prerequisites required and/or recommended are General Biology, Anatomy and Physiology, Chemistry, Math, Microbiology and Immunology. Students must complete all University general education requirements for the degree, as shown. Transfer credits from other approved hospital based Medical Technology programs will be accepted. Tuition will be paid to TNU at the standard rate.

Students accepted into one of the affiliate training programs will pay their senior year tuition to that institution. Appropriate student fee will be paid to Trevecca.

Academic Requirements for the Professional Phase of the Medical Technology Program

All laboratory science courses must be passed with a minimum of a C grade. A student must repeat any laboratory science course in which he/she received below a C while at Trevecca.

Maintenance of GPA of 2.5 in the pre-professional phase of the program is required for advancement to the senior year.

Students entering their senior year of the professional program will be under the jurisdiction of the administrator and faculty of that institution. Students desiring to apply for admission to non-Trevecca affiliated training programs must work through the Director, Medical Technology Program, Trevecca Nazarene University.

Students not admitted to the professional Medical Technology curriculum will be required to complete all general education requirements for graduation with other majors.

Medical Technology Program of Study

General Education **37 hours**

ENG	1020	English Composition	(3)
ENG	1080	Critical Reading, Writing, and Thinking	(3)
ENG	2000	World Literature	(3)
COM	1010	Speech Communications	(3)
COM	2010	Interpersonal Communications	(3)
HPE	1000	Introduction to Health and Fitness	(1)
REL	2000	Introduction to Biblical Faith	(3)
REL	3000	Christian Tradition	(3)
PHL	2010	Introduction to Philosophy	
		or	
PHL	3070	Ethics	(3)
HIS	1400/1450	World Civilization I & II	(6)
MAT	1055	College Algegra	(4)
CIS	1500	Computer Literacy	(2)

Core Requirements **57 hours**

BIO	1510/1520	General Biology I and II	(8)
CHE	1040/1050	General Chemistry I and II	(8)
CHE	2010/2020	Organic Chemistry I and II*	(8)
BIO	2820	Microbiology	(4)
BIO	3720/3730	Genetics I and II	(6)
BIO	3610	Parasitology	(3)
BIO	3620	Immunology	(3)
BIO	2010/2020	Anatomy and Physiology	(8)
ALH	3060	Medical Terminology	(1)
		**Electives	(8)

*Biochemistry may be substituted for one (1) semester of organic chemistry.

**The following courses are recommended (not required) to be taken as the electives to fulfill the core requirements:

BIO	3010	Histology	(3)
BIO	3600	Medical Microbiology	(3)
CHE	3510	Biochemistry	(4)

Senior Year: **34 hours**

Students upon acceptance will transfer to one of the affiliated schools of Medical Technology.

Curriculum:
- Clinical Chemistry
- Hematology/Urinalysis
- Immunology/Immunohematology
- Bacteriology
- Mycology
- Parasitology
- Virology

Total **128 hours**

Pre-Nursing Programs

TREVECCA NAZARENE UNIVERSITY/BELMONT UNIVERSITY

This program is the result of an articulation agreement between Trevecca Nazarene University and Belmont University. The student will complete either 3 or 4 semesters at Trevecca depending on the student's background and desires. Following the 3 or 4 semesters of course work at Trevecca, the student, if accepted, will then transfer to Belmont University School of Nursing where the student will complete 5 additional semesters. Upon completion of the program at Belmont University School of Nursing, the student will receive a Bachelor of Science in Nursing and will be eligible to sit for licensure.

Three (3) plus five (5) semester option:

Trevecca Nazarene University

FALL Semester (15 weeks)			17 hours
BIO	1510	General Biology I*	(4)
BIO	2010	Anatomy-Physiology I	(4)
PSY	2010	General Psychology	(3)
ENG	1020	English Composition	(3)
REL	2000	Introduction to Biblical Faith	(3)

SPRING Semester (15 weeks)			16 hours
BIO	2020	Anatomy-Physiology II	(4)
ENG	1080	Critical Reading, Writing, and Thinking	(3)
SOC	2010	General Sociology	(3)
COM	1010	Speech Communication	(3)
PSY	2175	Human Growth and Development	(3)

FALL Semester (15 weeks)			17 hours
CHE	1010	Principles of Organic and Inorganic Chemistry	(4)
BIO	2820	Microbiology	(4)
PSY	4150	Abnormal Psychology	(3)
REL	3000	Christian Tradition	(3)
PSY	2060	Behavioral Science Statistics	(3)

* May be waived if the student has taken anatomy and physiology in high school or advanced placement biology and scored at least a three (3) on the advanced placement exam.

Belmont University

SPRING Semester (15 weeks)			14 hours
NUR	200	Nursing Seminar I	(1)
NUR	210	Nutrition Throughout the Lifespan	(2)
NUR	241	Introduction to Nursing	(5)
NUR	224	Pathophysiology	(3)
NUR	204	Health Assessment	(3)

FALL Semester (15 weeks)			16 hours
NUR	321	Adult Health Nursing	(5)
NUR	314	Pharmacology	(3)
NUR	300	Nursing Seminar II	(2)
HIS	101	History of Western Civilization	(3)
		Elective (English)	(3)

SPRING Semester (15 weeks)			16 hours
NUR	331	Maternal-Infant Health	(5)
NUR	341	Mental Health Nursing	(5)
NUR		Nursing Elective	(2)
PED	150	Lifetime Fitness	(1)
		Elective (Humanities)	(3)

FALL Semester (15 weeks)			17 hours
NUR	431	Child and Family Health Nursing	(5)
NUR	441	Principles of Acute Care Nursing	(5)
NUR	400	Nursing Seminar III	(2)
NUR	404	Research in Nursing	(3)
NUR	450	Gerontology in Nursing	(2)

SPRING Semester (15 weeks)			15 hours
NUR	451	Community Health Nursing	(5)
NUR	461	Leadership and Management in Nursing	(5)
NUR	471	Senior Practicum	(2)
		Elective	(3)

Four (4) plus five (5) semester option

Trevecca Nazarene University

FALL Semester (15 weeks)			17 hours
BIO	1510	General Biology I*	(4)
CHE	1010	Principles of Organic and Inorganic Chemistry	(4)
ENG	1020	English Composition	(3)
REL	2000	Introduction to Biblical Faith	(3)
PSY	2010	General Psychology	(3)

SPRING Semester (15 weeks)			15 hours
COM	1010	Speech Communication	(3)
HIS	1400	World Civilization I	(3)
ENG	1080	Critical Reading, Writing, and Thinking	(3)
SOC	2010	General Sociology	(3)
PSY	2175	Human Growth and Development	(3)

FALL Semester (15 weeks)			17 hours
BIO	2010	Anatomy-Physiology I	(4)
BIO	2820	Microbiology	(4)
PSY	4150	Abnormal Psychology	(3)
		Elective (English)	(3)
		Elective	(3)

SPRING Semester (15 weeks)			14 hours
BIO	2020	Anatomy-Physiology II	(4)
PSY	2060	Behavioral Science Statistics	(3)
REL	3000	Christian Tradition	(3)
HPE	1000	Introduction to Health and Fitness I	(1)
		Elective (Humanities)	(3)

* May be waived if the student has taken anatomy and physiology in high school or advanced placement biology and scored at least a three (3) on the advanced placement exam.

Belmont University

FALL Semester (15 weeks)			**14 hours**
NUR	200	Nursing Seminar I	(1)
NUR	210	Nutrition Throughout the Lifespan	(2)
NUR	241	Introduction to Nursing	(5)
NUR	224	Pathophysiology	(3)
NUR	204	Health Assessment	(3)
SPRING Semester (15 weeks)			**13 hours**
NUR	314	Pharmacology	(3)
NUR	321	Adult Health Nursing	(5)
NUR	300	Nursing Seminar II	(2)
		Elective (Nursing)	(3)
FALL Semester (15 weeks)			**13 hours**
NUR	331	Maternal-Infant Health	(5)
NUR	341	Mental Health Nursing	(5)
NUR	404	Research in Nursing	(3)
SPRING Semester (15 weeks)			**14 hours**
NUR	431	Child and Family Health Nursing	(5)
NUR	441	Principles of Acute Care Nursing	(5)
NUR	400	Nursing Seminar III	(2)
NUR	450	Gerontology in Nursing	(2)
FALL Semester (15 weeks)			**12 hours**
NUR	451	Community Health Nursing	(5)
NUR	461	Leadership and Management in Nursing	(5)
NUR	471	Senior Practicum	(2)

Pre-Nursing for Other Universities

Students seeking admission to nursing programs at other universities must obtain a list of prerequisites from the nursing program to which he or she intends to make application.

Pre-Physical Therapy

Physical Therapy is a health care profession whose practitioners work as members of a multidisciplinary group of health personnel to help people overcome the effects of disease and injury and to prevent potential problems. Physical Therapists treat their patients in a variety of settings such as private office, nursing homes, home health agencies, public and private schools, academic institutions, and hospices. Physical therapists also work as educators, researchers, and consultants in a wide variety of organizations.

Physical therapy is a growing profession which offers a lifetime of satisfaction helping people to function more effectively. Each patient presents a new challenge to this expanding and exciting career.

General Education			**39-42 hours**
CIS	1500	Computer Literacy	(2)
ENG	1020	English Composition	(3)
ENG	1080	Critical Reading, Writing, and Thinking	(3)
ENG	2000	World Literature	(3)
COM	1010	Speech Communications	(3)
REL	2000	Introduction to Biblical Faith	(3)

REL	3000	Christian Tradition	(3)
HIS	2010/2020	U.S. History I and II	(6)
PSY	2060	Behavioral Science Statistics	(3)
PSY	2010	General Psychology	(3)
MAT	1510	Calculus I	(4)
PSY	4150	Abnormal Psychology (optional)	(3)
HPE		3 courses physical education activity courses	(3)
		General Elective	(3)

Pre-Professional Core **37-40 hours**

BIO	1510/1520	General Biology I and II	(8)
BIO	2010/2020	Anatomy and Physiology I and II	(8)
CHE	1040/1050	General Chemistry I and II	(8)
PHY	2110/2120	General Physics I and II	(8)
PSY	2175	Human Growth and Development	(3)
ALH	2900	Pre-Physical Therapy Practicum	(1-4)
ALH	3060	Medical Terminology	(1)

Allied Health Course Descriptions

ALH 2100—Public School Health (1-3)
Designed to assist the future teacher in developing an understanding of the whole person, including physical, mental, emotional and spiritual development; the continuum of health and how it interrelates with academic performance. Prevention of disease, first aid, CPR, choking, drug abuse, current health issues, and health care agencies are presented to increase the potential teacher's awareness in assisting students in all areas of their lives which affect their academic success.

ALH 2500—Nursing Seminar (1)
Consists of projects and papers presented and reported to the science faculty and other science and allied health majors. This course is to acquaint the student with current nursing literature and topics as well as providing exerience in literature research and presentation of material.

ALH 2510—Nursing Practicum (1)
Designed for Pre-Nursing students to help them gain knowledge and experience in nursing. The student is required to secure a position working in a legitimate health care facility. One hour credit will be awarded per semester for a maximum of three (3) semesters.

ALH 2900—Pre-Physical Therapy Practicum (1-4)
Designed for Pre-Physical Therapy majors to help them gain knowledge and experience in the field of Physical Therapy.

ALH 3060—Medical Terminology (1)
Designed to help the students who major in one of the Allied Health areas to recognize, spell, pronounce, and define medical terms correctly.

ALH 4700—Medical Technology Internship (17), (17)
A 12-month course of study consisting initially of a core curriculum of clinical laboratory courses. After successful completion of core curriculum, the student is eligible to begin rotations in the various clinical laboratories. Includes 17 hours each semester of the senior year at an affiliate school of Medical Technology. Graded S/U.

Department of Human Performance

FACULTY

L. ALAN SMITH, Coordinator, Department of Human Performance, Associate Professor of Physical Education, Director of Intercollegiate Athletics, 1972—
B.A., Asbury College, 1964; M.A., George Washington University, 1966.

JEFFREY L. FOREHAND, Insructor, Physical Education, 2000—
B.S., Belmont University, 1989; M.Ed., Tennessee State University, 1991.

SAMPSON O. HARRIS, Associate Professor of Health and Physical Education,1993—
B.S., Olivet Nazarene University, 1978; M.S.Ed., Northern Illinois University, 1981.

STANLEY L. HEROD, Assistant Professor, Physical Education, 2000—
B.A., Biola College, 1969; M.A., Biola College, 1978; Ed.D., Biola College, 1991.

JULIE VAN BEEK, Assistant Athletic Director, Instructor of Physical Education, 1997—
B.A., Northwest Nazarene College, 1989; M.A., Southern Nazarene University, 1994.

Department of Human Performance

The primary goal of the Department of Human Performance is to meet the physical, mental, emotional, and social needs of its students in a Christian environment. This goal is met through avenues which include activity courses for non-majors, professional education courses for majors, and intramural sports which provide opportunities for all.

Students have the following choices: 1) A major in Physical Education Education (teaching); 2) A major in Physical Education (non-teaching) with two concentrations : Sport Management and Sport and Exercise Science; 3) Minors in Physical Education Education, Health Education, Sport Management, and Coaching. Physical education teaching majors will receive a minor in professional secondary (K-12) and can obtain a second licensure in health education if desired.

The department strives to provide a program that will promote personal physical fitness, a desirable attitude and responsibility for one's health, and a desire to participate in wholesome recreation throughout one's lifetime. The successful completion of HPE 1000 is a prerequisite to all activity courses. The successful completion of HPE 2000 is a prerequisite to all professional education courses for all Physical Education majors. All requirements for the teacher education programs in these majors are found in the Teacher Education Program section of this Catalog.

Departmental Objectives

A. **Majors and Non-Majors.** Students are required to demonstrate knowledge, understanding, skills, and attitudes relative to the following:

1. The value of exercise to one's health and physical fitness.
2. The components of health-related fitness and skill-related fitness.
3. Basic personal fitness evaluation and the development of a personal fitness program.
4. The role of proper nutrition in exercise and physical fitness.
5. Satisfactory development of one's ability to participate in a minimum of two lifetime sports.

B. **Majors.** In addition to the above objectives (1-4), students are required to demonstrate knowledge, understanding, skills and attitudes relative to the following:

1. Satisfactory development of a variety of sports skills.
2. First aid, safety, and CPR.
3. Functional human anatomy, physiology, and kinesiology.
4. The physiological effects of exercise on the human body.
5. Appropriate activities, instructional techniques and use of teaching aids for grades K-12 with able-bodied or handicapped students.
6. Student evaluation procedures for health appraisal, physical education skills, and physical fitness.
7. Prevention, recognition, and management of injuries associated with physical activity.
8. The role of administrative and supervisory personnel in directing programs.
9. The history of physical education and athletics (including outstanding events, names, dates and places).

10. Current legal interpretations and liability concerns as they relate to the teaching of physical education and coaching.

B.S. IN PHYSICAL EDUCATION EDUCATION

The Physical Education teaching major is described in the Teacher Education Program section of this Catalog.

B.S. IN PHYSICAL EDUCATION

General Education **61 or 62 hours**

Foundations Tier—23 or 24 hours

ENG 1020 English Composition (3)
ENG 1080 Critical Reading, Writing, and Thinking (3)
COM 1010 Speech Communications (3)
Mathematics —4 hours (Choose one)
MAT 1040 Concepts of Mathematics,
MAT 1055 College Algebra,
MAT 1310 Pre-Calculus, or
MAT 1510 Calculus I
Comuter Literacy—2 or 3 hours (Choose one according to major)
CIS 1500 Computer Literacy (2) (*may be waived by a computer literacy exam*)
CIS 2000 Microcomputer Applications (3)
SCI 2000 Microcomuter Applications for Science and Math (3)
MUS 2000 Technology for Music Majors (2)
BUS 2010 Financial Stewardship (2)
Health and Fitness—3 hours
HEP 1000 Health and Fitness (1)
Activity (1)
Activity (1)
Varsity athletics do not count toward this requirement.
Foreign Language—3 hours

Human Sciences Tier —6 hours

Institutional—Choose one
ECO 2000 Principles of Macroeconomics (3)
ATH 3010 Introduction to Anthropology (3)
POL 2020 American Political Institutions (3)
SWK 1200 Introduction to Social Work (3)
HIS 1400 World Civilization I (3) or HIS 1450 — World Civilization II (3) (whichever is not used to satisfy the World Civilization Context in the Contexts Tier)
Behavioral—Choose one
PSY 2010 General Psychology (3)
SOC 2010 General Sociology (3)
COM 2010 Interpersonal Communication (3)

Natural Sciences Tier—8 hours

BIO 1510 General Biology I (4)
CHE 1010 Principles of Inorganic and Organic Chemistry (4)

Contexts Tier—21 hours

REL 2000 Introduction to Biblical Faith (3)

World Civilization—3 hours (Choose one)

	HIS	1400	World Civilization I
	HIS	1450	World Civilization II
ENG	2000		World Literature (3)
MUS	1500		Fine Arts (3)

Philosophy—3 hours (Choose one)

	PHL	2010	Introduction to Philosophy
	PHL	3070	Ethics
REL	3000		Christian Tradition (3)
REL	4000		Christian Life and Ministry (3)

General Education—3 hours

Cannot be required in any major, minor, or professional core even if total number of hours exceeds the required 128.

Major **31-33 hours**

Core Courses: **15 hours**

HPE	2000	Foundations of HPER	(3)
HPE	2500	First Aid	(2)
HPE	3500	Sport Medicine	(3)
HPE	3900	Administration and Supervision of Sport and Exercise	(3)
HPE	4201	Practicum	(1)
HPE	4202	Practicum	(1)
HPE	4500	Senior Seminar in Physical Education	(2)

Sport and Exercise Science Concentration **16 hours**

BIO	2000	Anatomy and Physiology	(4)
BIO	2700	Nutrition	(3)
HPE	3300	Test and Measurements	(3)
HPE	4090	Physiology of Excersise	(3)
HPE	4100	Kinesiology	(3)

Sport Management Concentration **18 hours**

BUS	3030	Business Management	(3)
BUS	3040	Human Resource Management	(3)
MKT	3100	Principles of Marketing	(3)
HPE	2100	Sport in Society	(3)
HPE	3400	Sports Marketing	(3)
HPE	3700	Sport Psychology	(3)

Minor **15 hours**

General Electives **18-21 hours**

Total **128 hours**

Departmental Minors

Minor in Physical Education **19 hours**

HPE	2000	Foundations of HPER	(3)
BIO	2000	Concepts of Anatomy and Physiology	(4)
HPE	2400	Teaching Restrictive/Corrective PE.	(3)
HPE	3020	Teaching Lifetime Sports	(3)

HPE	3220	Material/Methods in P.E. Grades K-12	(3)
HPE	3300	Tests and Measurements in P.E.	(3)

Minor in Health Education **14 hours**

HPE	2040	Personal and Community Health	(3)
HPE	2500	First Aid, Safety, CPR, and Emergency Management	(2)
PSY	3020	Drugs and Behavior	(3)
HPE	2200	Sexuality and Human Relations	(3)
BIO	2700	Nutrition	(3)

Minor in Sport Management **15 hours**

HPE	2100	Sport in Society	(3)
HPE	3400	Sports Marketing	(3)
HPE	3900	Administration/Supervision of Sport and Exercise	(3)
BUS	3030	Business Management	(3)
BUS	3040	Human Resources Management	(3)

Minor in Coaching **18 hours**

HPE	2500	First Aid, Safety, CPR, and Emergency Management	(2)
HPE	3500	Sport Medicine	(3)
HPE	3700	Sport Psychology	(3)
HPE	3900	Administration/Supervision of Sport and Exercise	(3)
HPE	4090	Physiology of Exercise	(3)

Choose two of the following: (4)

HPE	300B	Coaching Baseball (2)
HPE	300C	Coaching Basketball (2)
HPE	300E	Coaching Volleyball (2)
HPE	300F	Coaching Softball (2)

Course Descriptions

ACTIVITY COURSES

HPE 1000—Introduction to Health and Fitness (1)
A study of the principles and values of physical activity with emphasis on the acquisition and maintenance of an adequate level of physical fitness for a healthy adult life. Specific topics to be presented are: cardiovascular endurance, muscular endurance, strength, flexibility, heart disease, weight control, nutrition, and motor skills as they relate to adult fitness. Physical fitness evaluation tests are administered. This course is a prerequisite for all other physical education activity courses.

HPE 1010—Conditioning (1)
How to exercise, develop and properly train the body for efficient daily physical exertion.

HPE 1020—Racquetball (1)
Instruction and participation involving the basic skills, strategy, and rules.

HPE 1030—Scuba Diving (1)
Open water course for underwater diving. Students who complete this course can make arrangements to become certified. Fee required.

HPE 1040—Golf (1)
Basic skills of proper golf technique: grip, stance, swing, and the use of various clubs. Fee required.

HPE 1060—Downhill Skiing (1)
Five-day course taught on location in North Carolina in the week prior to the start of second semester. Course includes 5 sessions of skiing (1 night, 4 days) with unlimited instruction. Fee required.

HPE 1080—Badminton (1)
Basic strokes, rules and strategy of badminton as well as a brief history of the game.

HPE 1090—Gymnastics (1)
Fundamental skills in tumbling, and the parallel bars, uneven bars, balance beam, vault, and rings.

HPE 1100—Volleyball (1)
The basic skills, rules and history of volleyball.

HPE 1110—Bowling (1)
Fundamentals of the history, rules, and scoring of the game. Fee required.

HPE 1130—Aerobic Walking (1)
For students desiring to keep physically fit through the exercise of aerobic walking. Students will study the value of aerobic walking in producing cardiovascular fitness as well as expending calories.

HPE 1150—Adaptive Physical Education (1)
The participation in an activity by a person with unusual physical conditions. Usually an activity is "adapted" so that such a person may participate. By arrangement only.

HPE 1180—Weight Training (1)
Development of skills and knowledge pertaining to building strength, endurance, and flexibility through the use of weights.

HPE 1200—Swimming (1)
Instruction in adjustment to water, buoyancy, balance, relaxation, propulsive movement and coordinate stroking.

HPE 1240—Lifeguard Training (1)
A course designed for the competent swimmer to learn and develop the techniques and methods necessary for the survival of a drowning individual.

HPE 1300—Tennis (1)
The history, strategy and fundamental skills of tennis.

HPE 1400—Self Defense (1)
To teach the art of defending oneself in dangerous situations. The course will include some defensive moves in karate, judo and boxing, as well as other techniques that can be used for personal defense (Women only).

PROFESSIONAL COURSES

HPE 2000—Foundations Health, Physical Education and Fitness (3)
An introduction to the historical, philosophical, physiological, and sociological areas of physical education. Emphasis is placed upon qualifications and opportunities in the area of physical education. The successful completion of Physical Education 2000 is a prerequisite to all upper division physical education courses. Fee required. Fall.

HPE 2040—Personal and Community Health (3)
This course, concerned primarily with those health matters involving virtually all citizens, attempts to focus attention on health problems amenable to community action, the benefits of which are channeled to individual citizens. The course is designed to promote and encourage wholesome personal health habits.

HPE 2100—Sport in Society (3)
This course is an examination and analysis of the athlete, team, coach, and fan in sport. Included is a study of this relationship between sport and the larger society.

HPE 2200—Sexuality and Human Relations (3)
This course examines the nature of human sexuality in light of contemporary social issues and the effects of sexuality on one's physical, emotional, and spiritual well-being. Class participants will have the opportunity to improve their communication skills, increase the ability to direct their own lives, and to accept final responsibility for decisions regarding their sexuality.

HPE 2400—Teaching Restrictive and Corrective Physical Education (3)
Course is designed for physical education teachers. Includes instruction in special activities for students who cannot take regular physical education activities.

HPE 2500—First Aid, Safety, CPR, and Emergency Management (2)
Methods and techniques of first aid and accident prevention to include outdoor and aquatic activities. Includes standards and practices of the National Safety Council. Fall.

HPE 2930—Varsity Cheerleading* (1)
Graded S/U.

HPE 2940—Varsity Volleyball* (1)
Graded S/U.

HPE 2960—Varsity Softball* (1)
Graded S/U.

HPE 2980—Varsity Basketball* (1)
Graded S/U.

HPE 2990—Varsity Baseball* (1)
Graded S/U.

HPE 300B-F—Coaching and Officiating Athletics (2)
B-Baseball, C-Basketball, E-Volleyball, F-Softball. Instruction in team organization, team offense and defense development, and the teaching of basic skills. The duties and philosophy of coaching are emphasized as well as an understanding of the rules in each sport.

HPE 3020—Teaching Lifetime Sports (3)
This course is a sports activity laboratory which stresses sports skills development with emphasis on teaching techniques. Rules will also be covered in the following: badminton, bowling, tennis, golf, gymnastics, picleball, racquetball, stunts and tumbling.

HPE 3100—Fitness Programs for Special Populations (2)
The designing and methodology of teaching fitness to various populations: children, senior citizens, pregnant women.

HPE 3220—Materials and Methods in Physical Education for Grades K-12 (3)
The needs and characteristics of children and the physical education activities suitable for fulfilling these needs; motor learning, program planning, class organization, and methods.

HPE 3230—Physical Education Activities in the Elementary School (2)
Development of safety skills, program planning, evaluation and teaching of various games and rhythmic activities at the elementary level. Emphasis is placed on fundamental skills associated with various age groups. Practical experience in teaching activities for K-12 children.

HPE 3300—Tests and Measurements in Physical Education (3)
The fundamental principles of evaluation in health and physical education including tests for classification; neuromuscular achievement, capacity and knowledge. A survey of available tests in physical education and their uses at various grade levels. Spring odd years.

HPE 3400—Sports Marketing (3)
A study of basic marketing concepts with applications to sports organizations, both amateur and professional. Topics include promotions and public relation, sport consumer behavior, strategic market planning, technology application and sponsorship. Fall odd years.

HPE 3500—Sport Medicine (3)
A study of conditioning and the care and prevention of athletic injuries. Fall even years.

HPE 3700—Sport Psychology (3)
A study of the interaction between sport and psychology with a focus on psychological skills training for athletes and coaches. Includes topics such as motivation, imagery, anxiety, stress, attention, confidence, leadership, and communication. Spring even years.

HPE 3900—Administration and Supervision of Sport and Exercise (3)
The study of the examination and grouping of pupils, provision and care of equipment, departmental organization, maintenance of facilities, and supervision of pupils, personnel and programs. Spring odd years.

HPE 4090—Physiology of Exercise (3)
The study of the physiological effects of exercise on the human body. Special emphasis is given to factors which affect performance whether in a competitive situation or in one's personal fitness lifestyle. Spring even years.

HPE 4100—Kinesiology (3)
This course examines the knowledge necessary for successful analysis of human motion. Successful application of the course content will give all human performance workers a greater understanding of how the various body parts react to human movement. Fall odd years.

HPE 4201—Wellness and Fitness Practicum I (1)
A one-semester work experience in the wellness center. Application must be submitted one semester in advance.

HPE 4202—Wellness and Fitness Practicum II (1)
A one-semester work experience in the wellness center. Application must be submitted one semester in advance.

HPE 43RA—Readings in Physical Education (1-3)
By arrangement only.

HPE 43RB—Readings in Health (1-3)
By arrangement only.

HPE 43RC—Readings in Exercise Science (1-3)
By arrangement only.

HPE 433A—Directed Study in Physical Education (1-3)
Includes special projects and specialized research in physical education.

HPE 433B—Directed Study in Health (1-3)
Includes special projects and specialized research in health.

HPE 433C—Directed Study in Exercise Science (1-3)
Includes special projects and specialized research in fitness.

HPE 4500—Senior Seminar in Physical Education (2)
The seminar will be taken by all first semester seniors. The student's undergraduate work will be evaluated. Fitness test will be taken, and other areas will be discussed. Fee required. Fall.

HPE 4510—Career Internship in Sport and Exercise Science (1-3)
Involves internship in sport and exercise science in an off-campus fitness facility. Supervision coordinated with the Career Planning Office. (Maximum 6 hours.) Graded S/U.

*Varsity sport credit may be received for each year's participation in that sport, but credit may not count toward the general education requirement or P.E. requirement (elective hours only). The athlete must register for credit the semester after participation, except seniors who will graduate at the end of the semester they are participating.

Department of Science and Mathematics

FACULTY

ANN K. FUQUA, Coordinator, Department of Science and Mathematics, Professor of Biology and Science Education, 1969-70, 1971–
B.S., George Peabody College, 1955; M.A., 1968; Ed.S., 1969; Ph.D., George Peabody College of Vanderbilt University, 1983.

STEPHEN M. BLAKEMAN, Associate Professor of Mathematics, 1993–
B.S., Trevecca Nazarene University, 1977; M.A., Indiana University, 1987.

LARRY D. BUESS, Associate Professor of Mathematics, 1980–
B.A., Olivet Nazarene College, 1963; M.A.T., Purdue University, 1967; M.S., George Peabody College, 1976; M.S., University of Evansville, 1987.

E. CHRISTIS FARRELL, Director of Medical Technology Program, Associate Professor of Biology, 1995–
B.A., Eastern Nazarene College, 1961; M.S., The Ohio State University, 1968; Ph.D., The Ohio State University, 1971.

SHANE KELLEY, Assistant Professor of Chemistry, 2000—
B.S.C., Indiana University Purdue University Fort Wayne, 1994; Ph.D., University of Tennessee, 2000.

CYRUS POUR, Instructor of Physics/Physical Science, 1999–
B.S., Trevecca Nazarene University, 1995; M.S. Fisk University, 1998.

HAROLD F. STEWART, Professor of Physics, 1988–
B.S., Sterling College, 1958; M.S., University of Kansas, 1960; Ph.D., Colorado State University, 1965.

SAMUEL K. STUECKLE, Professor of Mathematics, 1996–
B.S., Northwest Nazarene College, 1980; Ph.D., Clemson University, 1986.

Department of Science and Mathematics

The following majors are offered by the Department of Science and Mathematics: Biology, Biology Education, Chemistry, Chemistry Education, General Science, Mathematics, Mathematics Education, Physics, and Physics Broadcast Technology. This department offers minors in Biology, Environmental Science, Chemistry, Physical Science, Physics, General Science, and Mathematics.

Mission Statement and Learning Objectives for Each Academic Major in Science and Mathmatics

Biology Major

Mission Statement

The biology major seeks to prepare graduates who have broad-based understanding of biology, including experimental and analytical laboratory techniques, that will prepare them to succeed professionally and in graduate/professional programs.

Learning Outcomes

Graduates with a Biology major will be able to:

1. Demonstrate their knowledge of biological principles.
2. Solve biological problems using critical thinking.
3. Clearly communicate scientific information.
4. Have developed analytical and critical thinking skills to apply to solving biological and ecological problems and to promote lifelong learning.
5. Have considered ethical implications of biomedical technology so that informed decisions can be made in light of Christian beliefs and values.
6. Advance in the student's chosen profession and/or to be admitted to and to succeed in graduate/professional programs.

Chemistry Major

Mission Statement

The chemistry major seeks to prepare graduates who have broad-based understanding of chemistry, including experimental and analytical techniques, that will prepare them to succeed professionally and in graduate/professional programs.

Learning Outcomes

1. To have a broad-based understanding of chemical concepts and principles.
2. To have acquired knowledge and skills in experimental and analytical techniques, including health and safety precautions for the laboratory.
3. To have developed analytical and critical thinking skills to apply to problems related to chemistry and to promote lifelong learning.
4. To be able to advance in the student's chosen profession and/or to be admitted to and to succeed in graduate/professional programs.

Physics Major

Mission Statement

The physics major seeks to prepare students with a foundational knowledge of analytical thinking, data collection and analysis, and experimental skills. This knowledge is coupled with acquiring understanding of the fundamental laws of the Physical Universe in a nurturing Christian environment. Development of the whole person for leadership and/or service roles is emphasized.

Learning Outcomes

1. To have developed critical thinking and math skills as needed to solve quantitative and qualitative problems as they may apply not only to physical problems but to problem solving in general.
2. To have acquired knowledge and experience in experimental and analytical skills that can be used for a wide range of applications.
3. To have basic knowledge and skills in the use of computers and related technology for application in collecting, analyzing, and reporting data and in making presentations.
4. To have developed marketable skills for use in our technological society and/or to be prepared to attend graduate school or succeed in training for a profession of their choice.
5. To be able to pass an exit exam formulated and administered by members of the physics faculty to demonstrate knowledge of the general principles in physics.

Physics Broadcasting Major

See Communication Studies Department for major objectives.

General Science Major

Mission Statement

The general science major seeks to prepare graduates who have a breadth of basic knowledge in biology, chemistry, and physics including laboratory techniques.

Learning Outcomes

Graduates with a General Science major will be able to:

1. Demonstrate their knowledge of principles in biology, chemistry, and physics according to the levels of courses completed in each subject area.
2. Use critical thinking to solve problems related to at least two of these areas of science: biology, chemistry, physics.
3. Clearly communicate scientific information.
4. Have developed an understanding of relationships between biology, chemistry, and physics.
5. Have acquired knowledge and skills in basic laboratory techniques in biology, chemistry, and physics, including safety and health precautions.

Mathematics Major

Mission Statement

The mathematics major seeks to prepare graduates who are competent in reasoning and problem solving skills that will prepare them for success in technical professions and in graduate studies.

Learning Outcomes

Graduates will be able to

1. Graduates will be able to understand and construct mathematical proofs.
2. Graduates will be able to solve significant problems using mathematical methods and appropriate technology.
3. Graduates will be able to clearly express mathematical ideas, both verbally and in writing.
4. Graduates will have a comprehensive view of mathematics.

Mission Statements for Biology Education, Chemistry Education, Physics Education, and Mathematics Education are in the Teacher Education Programs Section of the Catalog.

Science Majors
B.S. in Biology

General Education **47 hours**

General Education requirements in Science, Math, and Computer Literacy are replaced by courses required for the major.

Major				35 hours
	BIO	1510	General Biology I	(4)
	BIO	1520	General Biology II	(4)
	BIO	2100	Principles of Cell Biology	(3)
	BIO	2820	Microbiology	(4)
	BIO	3000	General Ecology	(3)
	BIO	3720	Genetics I	(3)
	BIO	3730	Genetics II	(3)
	BIO	4335	Seminar in Biology	(1)
			Biology Electives	(10)
Required Support Courses:				**27 hours**
	CHE	1010	Principles of Inorganic and Organic Chemistry and	
	CHE	1020	Principles of Organic and Biochemistry	
			or	
	CHE	1040/1050	General Chemistry I, II	(8)
	CHE	2010/2020	Organic Chemistry I, II	(8)
	MAT	1310	Precalculus	
			or	
	MAT	1510	Calculus I	(4)
	SCI	2100	Microcomputer Applications for Science and Mathematics	(3)
	PHY	2110	General Physics I	(4)

Minor

If chemistry minor, hours in addition to chemistry support courses: (20 hours total for chemistry minor)	4 hours
If minor other than chemistry	18-20 hours
General Electives (In addition to 3 hours required for General Education)	
If chemistry minor	15 hours
If minor other than chemistry	0-1 hour
Total	
With chemistry minor	128 hours
With minor other than chemistry	128-129 hours

B.S. in Biology Education (7-12 Licensure)

See Teacher Education Programs section of Catalog.

B.S. in Chemistry

General Education 47 hours

General Education requirements in Science, Math, and Computer Literacy are replaced by courses required for the major.

Major				37 hours
	CHE	1040/1050	General Chemistry I, II	(8)
	CHE	2010/2020	Organic Chemistry I, II	(8)
	CHE	2530	Analytical Chemistry	(4)
	CHE	3220	Advanced Inorganic Chemistry	(4)
	CHE	3510	Biochemistry	(4)
	CHE	4010/4020	Physical Chemistry I, II	(8)
	CHE	4335	Seminar in Chemistry	(1)
Required Support Courses:				23 hours
	SCI	2100	Microcomputer Applications for Science and Mathematics	(3)
	PHY	2110/2120	General Physics I, II	(8)
	BIO	1510	General Biology I	(4)
	MAT	1510/1520	Calculus I, II	(8)

Minor 18-20 hours

(Minor in Biology, Physics, or Math is desirable.)

General Electives (In addition to 3 hours required for general education)	1-3 hours
Total	128 hours

B.S. in Chemistry Education (7-12 Licensure)

See Teacher Education Programs section of the Catalog.

B.S. in Physics

General Education 45 hours

General Education requirements in Science, Math, and Computer Literacy are replaced by required courses for this major.

Major				**33 hours**
	PHY	2110	General Physics I	(4)
	PHY	2120	General Physics II	(4)
	PHY	4020	Modern Physics	(4)
	PHY	3140	Intermediate Mechanics	(4)
	PHY	3150	Intermediate Electricity and Magnetism	(4)
	PHY	3130	Circuits	
			or	
	PHY	2030	Digital Electronics	(4)
	PHY	4010	Thermodynamics	
			or 4 hours selected	
			from courses numbered 2000 or above	(4)
	PHY	4325	Seminar in Physics	(1)
	PHY	4510	Internship and/or Special Projects (1-8 hours)	(1)
	PHY	2040	Environmental Physics	
			or 3 hours selected	
			from Physics courses numbered 2000 or above	(3)
Required Support Courses:				**18 hours**
	SCI	2100	Microcomputer Applications for Science and Mathematics	(3)
	MAT	1510/1520	Calculus I, II	(8)
	CIS	2250	C++ Programming	(3)
	SCI	2000	Environmental Science	
			or	
	BIO	1510	General Biology I	(4)

Minor **15-20 hours**

A minor in mathematics or computer science is strongly advised for physics majors.

General Electives (In addition to 3 hours required for General Education) **12-17 hours**

Total **128 hours**

B.S. in Physics Broadcast Technology

General Education **47 hours**

General Education requirements in Science, Math, and Computer Literacy are replaced by required courses for this major.

Major				**52 hours**
	PHY	2110	General Physics I	(4)
	PHY	2120	General Physics II	(4)
	PHY	4020	Modern Physics	(4)
	PHY	3140	Intermediate Mechanics	(4)
	PHY	3150	Intermediate Electricity and Magnetism	(4)
	PHY	3130	Circuits	
			or	
	PHY	2030	Digital Electronics	(4)
	PHY	4010	Thermodynamics	
			or 4 hours selected	
			from courses numbered 2000 or above	(4)
	PHY	4325	Seminar in Physics	(1)

PHY	4510	Internship and/or Special Projects (1-8 hours)	(1)
PHY	2040	Environmental Physics or 3 hours selected from Physics courses numbered 2000 or above	(3)
PHY	1050	Science of Sound	(4)
COM	2120	Station Practice	(3)
COM	4010	Station Management and Promotion	(3)
COM	2100	Introduction to Mass Communication	(3)
COM	3800	Communications Law	(3)
COM	4120	Broadcast Engineering	(3)

Required Support Courses: **25 hours**

SCI	2100	Microcomputer Applications for Science and Mathematics	(3)
MAT	1510	Calculus I	(4)
MAT	1520	Calculus II	(4)
MAT	1500	Introduction to Statistics or	
MAT	3000	Theory of Probability and Mathematical Statistics	(4)
CIS	2145	Structured Programming	(3)
CIS	2250	C++ Programming	(3)
SCI	2000	Environmental Science or	
BIO	1510	General Biology I	(4)

Recommended Support Course

CIS 2600 Fundamentals of Data Communications (3)

General Electives (In addition to 3 hours required for General Education) **4 hours**

Total **128 hours**

B.S. in General Science

General Education **47 hours**

General Education requirements in Science, Math, and Computer Literacy are replaced by required courses for this major.

Major **33 hours**

	Biology		(8)
	Chemistry		(8)
	Physics		(8)
	Science Electives (must be at 3000/4000 level courses)		(8)
BIO	4335	Seminar in Biology or	
CHE	4335	Seminar in Chemistry or	
PHY	4335	Seminar in Physics	(1)

Required Support Courses: **7 hours**

SCI	2100	Microcomputer Applications for Science and Mathematics	(3)
MAT	1310	Precalculus or	
MAT	1510	Calculus I	(4)

Minor	18-20 hours
General Electives	21-23 hours
Total	128 hours

Science Minors

Biology Minor — 20 hours

BIO	1510-1520	General Biology I and II	(8)
		Biology Electives	(12)

(SCI 1500 is waived for General Education)

Chemistry Minor (strongly advised for biology majors) — 20 hours

CHE	1040/1050	General Chemistry I, II	(8)
CHE	2010/2020	Organic Chemistry I, II	(8)
		Chemistry Electives	(4)

(SCI 1600 is waived for General Education)

General Science Minor — 20 hours

Biology	(4)
Chemistry	(4)
Physics	(4)
Science Electives	(8)

(SCI 1500, SCI 1600 are waived for General Education)

Environmental Science Minor — 22 hours

Hours to be taken at TNU — 10

BIO	3000	General Ecology	(3)
SCI	2200	Physical Geology	(4)
PHY	2040	Environmental Physics	(3)

Hours to be taken at Au Sable Institute (during one summer spent at the Institute) — 12

Limnology *required* (4)
Environmental Chemistry *required* (4)
Choose one of the following: (4)
Natural Resources Practicum: Groundwater Stewardship (4)
Natural Resources Practicum:
Environmental Nonpact Assessment of Land Resources (4)
Conservation Biology (4)
Aquatic Biology (4)
(SCI 1500, SCI 1600 are waived for General Education)

Physical Science Minor — 20 hours

PHY	2110/2120	General Physics I and II	(8)
CHE	1040/1050	General Chemistry I and II	(8)
		Physical Science Electives	(4)

(SCI 1600 is waived for General Education)

Physics Minor — 20 hours

PHY	2110	General Physics I	(4)
PHY	2120	General Physics II	(4)

PHY	4020	Modern Physics	(4)
PHY	2030	Digital Electronics	(4)
		Electives in upper division physics	(4)

(SCI 1600 is waived for Gen. Education)

Mathematics Majors
B.S. in Mathematics

General Education **55 hours**

(General Education requirements in Math and Computer Literacy are replaced by courses required for this major.)

Major **34 hours**

MAT	1510/1520	Calculus I, II	(8)
MAT	2510	Calculus III	(4)
MAT	2600	Introduction to Abstract Mathematics	(3)
MAT	3090	Linear and Matrix Algebra	(3)
MAT	4335	Seminar in Mathematics	(1)

Choose one of the following two options:

Pure Mathematics Concentration (Option 1)

MAT	4030	Introduction to Real Analysis	(3)
MAT	4060	Modern Algebra	(3)

Choose three of the following: (9)

MAT	3000	Theory of Probability and Mathematical Statistics	(3)
MAT	3010	Discrete Methods	(3)
MAT	3050	Operations Research	(3)
MAT	3080	Foundations of Geometry	(3)
MAT	3020	Differential Equations	(3)
MAT	4110	Topics in Mathematics	(3)

Applied Mathematics Concentration (Option 2)

Choose one of the following: (3)

MAT	4030	Introduction to Real Analysis	(3)
MAT	4060	Modern Algebra	(3)

Choose four of the following: (12)

MAT	3000	Theory of Probability and Mathematical Statistics	(3)
MAT	3010	Discrete Methods	(3)
MAT	3050	Operations Research	(3)
MAT	3020	Differential Equations	(3)
MAT	4110	Topics in Mathematics	(3)

Required Support Course: **3 hours**

SCI	2100	Microcomputer Applications for Science and Mathematics	(3)

Minor **16-20 hours**

Students choosing Option 2 are encouraged to minor in physics, chemistry, or economics/finance.

General Electives **16-20 hours**

Total **128 hours**

B.S. in Mathematics Education

See Teacher Education Program section of the Catalog for description.

Mathematics Minor

General Education requirements in Math and Computer Literacy are replaced by courses required for this minor.

Minor in Mathematics			18 hours
MAT	1510/1520	Calculus I, II	(8)
		Math electives 2000 level and above	(10)
Required Support Course:			**3 hours**
SCI	2100	Microcomputer Applications for Science and Mathematics	(3)

Pre-Professional Programs

Pre-Medical/Pre-Dental/Pre-Veterinary/ Pre-Physician Assistant

Students typically major in either Biology or Chemistry with a minor in the other.

One year of General Physics is required. Individual counseling is given to each student as needed. **Students should be aware of specific course requirements for given medical, dental, and veterinary schools.**

Pre-Pharmacy

The Pre-Professional Education requirements for a Doctor of Pharmacy Program may be taken at Trevecca.

General Education			45 hours
ENG	1020	English Composition	(3)
ENG	1080	Critical Reading, Writing, and Thinking	(3)
COM	1010	Speech Communication	(3)
ENG	2000	World Literature	(3)
HIS	1400	World Civilization 1	(3)
HIS	1450	World Civilization II	(3)
REL	2000	Introduction to Biblical Faith	(3)
REL	3000	Christian Tradition	(3)
MAT	1510	Calculus I	(4)
HPE		Activity course and Intro. to Health and Fitness	(2)
SOC	2010	General Sociology	(3)
PSY	2010	General Psychology	(3)
MUS	1500	Fine Arts in Western World	(3)
ACT	2210	Accounting I	(3)
ECO	2000	Principles of Macroeconomics	(3)
*Required Science Courses			32 hours
BIO	1510/1520	General Biology I and II	(8)
CHE	1040/1050	General Chemistry I, II	(8)
CHE	2010/2020	Organic Chemistry I, II	(8)
PHY	2110/2120	General Physics I, II	(8)

Required Support Course:			3 hours
SCI	2100	Microcomputer Applications for Science and Mathematics	(3)
Total			**80 hours**

In addition to the above courses, the following may be taken to enhance the applicant's qualifications:

BIO	2010/2020	Anatomy-Physiology I, II	(8)
BIO	3510	Biochemistry	(4)
BIO	2820	Microbiology	(4)
BIO	3600	Medical Microbiology	(3)
BIO	3620	Immunology	(3)

Pre-Engineering

First Year Required			33 hours
SCI	2100	Microcomputer Applications for Science and Mathematics	(3)
MAT	1510/1520	Calculus I, II	(8)
PHY	2110/2120	General Physics I, II	(8)
CIS	2250	C++ Programming	(3)
ENG	1020	English Composition	(3)
ENG	1080	Critical Reading, Writing, and Thinking	(3)
REL	2000	Introduction to Biblical Faith	(3)
		*Electives	(2)
Second Year Required			**32 hours**
MAT	2510	Calculus III	(4)
CHE	1040/1050	General Chemistry I, II	(8)
REL	3000	Christian Tradition	(3)
MAT	2600	Introduction to Abstract Mathematics	(3)
		*Electives	(13)
Total			**64 hours**

*Students should choose electives according to requirements of the institution to which they plan to transfer for completion of their engineering degree. Usually this choice will mean carefully selecting courses from a variety of areas—e.g. social sciences, humanities, fine arts, etc.—to meet general education requirements. Each student should bring a copy of the institution's catalog to be used with the TNU advisor during registration counseling.

Science and Math Courses

BIOLOGY

BIO 1510 is a prerequisite to higher numbered biology except where noted.

BIO 1510—General Biology I (4)
The study will be focused on animal-like protistans and animals. Structure and physiology of each phylum will be considered as well as major anatomical and physiological advances each phylum represents. The study will proceed from the most simple animals to the most complex. Reproductive and behavioral strategies also will be discussed. Lecture and lab.

BIO 1520—General Biology II (4)
Plant and fungal-like protistans, fungi, and plants will be the focus of study. A brief introduction to the Kingdom Monera will be given. Comparative differences will be considered for the Kingom Fungi and Kingdom Protista. Structure, physiology, and advances of plant phyla will be emphasized. Pollination, fruit dispersal,

and flowering strategies will be covered as well. The lab will focus on dichotomous keys, plant family characteristics and identification of structures. Lecture and lab.

BIO 2000—Concepts of Anatomy and Physiology (4)
This course includes human anatomy and physiology. It is organized around the systems and emphasizes the structure and functions of the organs composing each system as well as the overall functions of each system. Major interactions of the various systems are also considered. Prerequisite BIO 1510 or permission of the professor. Lecture and lab. (Spring, odd numbered years).

BIO 2010—Anatomy-Physiology I (4)
The study will include the anatomy of the body as a whole. Emphasis will be on anatomical structures and organizational relationships of the organs and systems of the body. General physiology of each system and the major influence systems have on one another is emphasized. Laboratory studies include dissection of the cat and study of various skeletons, models, and charts. Emotional, psychomotor and physical well being are included in the cognitive aspect of this course. Prerequisite: BIO 1510. Lecture and lab.

BIO 2020—Anatomy-Physiology II (4)
The study will include some anatomy, especially histology and embryology, as necessary for understanding physiology. Emphasis will be on physiological processes of all body organs and systems. Emotional, psychomotor and physical well being are important cognitive aspects of physiology. Lecture and lab. Prerequisite: BIO 2010 or equivalent.

BIO 2100—Principles of Cell Biology (3)
A survey of cellular structure and function. Topics will include energy conversions, cell replication, vesicular formation and transport, membrane structure and function, cell motility, and cell communication. Lecture and lab. Prerequisite: BIO 1510–20. (Spring, even numbered years)

BIO 2500—Ecology-Nature Study (3)
A study of plants and animals and their relationship to their environment. Field work will be used to acquaint pre-service teachers with means of utilizing the outdoors in teaching identification of birds, flowers, and trees. An appreciation for the beauty of nature as a source of spiritual and emotional value to the individual and society is emphasized. Responsibility and relationships that humans have for the condition of the environment are also cognitive aspects of this course. Some study of astronomy, geology and weather as related to ecology is included. Lecture and lab. (Spring, odd numbered years and Miniterm or Summer, yearly). No prerequisite.

BIO 2700—Nutrition (3)
A study of how chemical principles and biochemical pathways create certain nutritional requirements for humans in various states of health and disease. Emphasis will be given to the needs of pregnancy, infancy, adolescence, sports conditioning, maturity and nutritional therapy in some disease states. The possible benefits of proper nutritional practices for our culture, wellness programs, and managed care will be discussed. The world-wide impact of hunger and disease and our responsibility for relief will be pursued. The laboratory will include various measurements and profiling of nutritional status on the individual students. CHE 1010 or CHE 1040 recommended. (Fall, odd numbered years).

BIO 2820—Microbiology (4)
A survey of microscopic organisms with emphasis on bacteria and fungi. Classification, morphology, cultivation, and identification will be studied in both lecture and lab. The role of these organisms in the ecosystem, industry, and disease will also be discussed. Lecture and lab. Prerequisite: BIO 1510.

BIO 3000—General Ecology (3)
This course will promote a basic understanding of the ecosystem as a whole. The study will include interactions of ecosystem constituents (both community and population), their contributions and/or detriments to the ecosystem, biogeochemical cycles, and energy flow through ecosystems. Aquatic and terrestrial habitats will be studied both in lecture and in laboratory field trips. Prerequisite: BIO 1510-20 and CHE 1010-20 or CHE 1040-50 or equivalents. (Fall, even numbered years).

BIO 3010—Histology (3)
A study of mammalian tissue and microscopic identification of cells, tissues and organs. Lecture and lab. Prerequisite: BIO 1510-20 or equivalent. (Fall, odd numbered years).

BIO 3020—Embryology (3)
A study of gametogenesis, fertilization, cleavage, and gastrulation followed by emphasis on the development of the organs and systems of the vertebrate, with concentration on frog, chick, and mammalian embryos. Lecture and lab. Prerequisite: BIO 1510-20. (Spring, even numbered years).

BIO 3510—Biochemistry (4)
The molecular basis for genetics, life processes, reaction rates and the storage of energy is the foundation for a comprehensive view of normal cellular homeostasis. Diseases, deficiencies and the goals of biotechnology in making molecular or genetic modifications to combat these processes will be emphasized. Lecture and lab. Prerequisite: CHE 2010 or equivalent. (Spring, even numbered years). Crosslisted as CHE 3510.

BIO 3600—Medical Microbiology (3)
Study of bacteria of medical importance. Topics will include the physiology, mechanisms of pathogenesis, and differential characteristics of these organisms. Antibiotic effects and resistances will be studied as well. Cultivation, identification, and specimen collection will be the laboratory emphasis. Lecture and lab. Prerequisite: BIO 2820. (Spring, even numbered years.)

BIO 3610—Parasitology (3)
A study of the medically important parasites of humans. Classification, morphology, life cycle, and host-parasite interaction will be considered. Laboratory will involve identification of the various organisms studied. Lectures and lab. Prerequisites: BIO 1510 and 1520 or BIO 2820. (Spring, odd numbered years.)

BIO 3620—Immunology (3)
Study of the human immune system. The structure, physiology, and basic immunity principles will be discussed. Modern research and theories will be incorporated into the lecture. Basic immunological laboratory tests and procedures will be the focus of the lab. Lecture and lab. Prerequisite: BIO 2820 (BIO 3600, 2010, and 2020 strongly recommended). (Spring, odd numbered years.)

BIO 3720—Genetics I (3)
Study of Mendelian (classical) theories of inheritance. These principles will be applied to selected human traits as well as those of other organisms. Population genetics will be considered. Lecture and lab.

BIO 3730—Genetics II (3)
Study of the structure, organization, expression and regulation of genes. Alterations of genes and abnormal expressions will be considered. Recombinant DNA technology and current applications will be included. Selected applied techniques in molecular genetics will be incorporated. Lecture and lab.

BIO 4330—Special Projects in Biology (1-3)
Open to biology majors and minors with advanced standing. Individual study in a chosen field under the supervision of the faculty member in that area of biology. Prerequisite: BIO 1510-20 plus the advanced course in the area of study. Non-majors may take course by special permission.

BIO 4335—Seminar in Biology (1)
Consists of projects and papers presented and reported to the science faculty and science majors. To be taken during senior year.

BIO 4340—Research Projects in Biology (1-3)
Limited to biology majors and minors. Individual or small group research in selected field. Research is under supervision of a faculty member in biology. Prerequisite: beginning courses in major/minor, plus courses pertinent to area of research.

BIO—4510 Career Internship in Biology (1-3)
Work in off-campus facility under faculty supervision. Limited to juniors and seniors. Supervision coordinated with Career Planning Office. Maximum 6 hours. Graded S/U.

GULF COAST RESEARCH LABORATORY

Trevecca has an affiliation with the Gulf Coast Research Laboratory (GCRL) in Mississippi. The following courses may be taken during the summer at GCRL and the credits transferred to Trevecca. These courses can then be used to fulfill the biology electives. Summer course offerings vary, but several of the following courses are offered each summer.

BOT 331 Coastal Vegetation (3)
BOT 341 Marine Botany (4)
BOT 441 Salt Marsh Plant Ecology (4)
CH 461 Marine Chemistry (6)
GEO 431 Coastal Marine Geology (3)
MIC 452 Marine Microbiology (5)
MS 400 Special Problems in Marine Science (1-6)
MS 405 Special Topics in Marine Science (1-6)
MSE 431 Marine Science for Teachers I (3)
MSE 432 Marine Science for Teachers II (3)
MSE 433 Marine Science for Elementary Teachers (3)
OCE 251 Oceanography I (5)
OCE 252 Oceanography II (5)
ZO 141 Introduction to Marine Zoology (4)
ZO 361 Marine Invertebrate Zoology (6)
ZO 362 Marine Vertebrate Zoology and Ichthyology (6)
ZO 408 Comparative Histology of Marine Organisms (1-6)
ZO 442 Marine Fisheries Management (4)
ZO 443 Behavior and Neurobiology of Marine Animals (4)
ZO 447 Fauna and Faunistic Ecology of Tidal Marshes (4)
ZO 448 Early Life History of Marine Fishes (4)
ZO 452 Marine Ecology (5)
ZO 464 Aquaculture (6)

AU SABLE INSTITUTE OF ENVIRONMENTAL STUDIES

Trevecca is a participating university with Au Sable Institute, which is a member of the Council of Christian Colleges and Universities. Through this affiliation students may enroll in courses at the Institute and the credits will be transferred to Trevecca and will count toward the student's biology degree.

The following are courses typically offered at the Au Sable Institute during the summer. Au Sable also offers courses at the Pacific Rim extension campus, Africa, and India. Any students interested in taking courses at one of the extension campuses should see their advisor for the current list and dates of course offerings.

BIOL 361 Natural History in Spring (4)
BIOL 305 Ornithology (4)
BIOL 315 Woody Plants (4)
BIOL 301 Land Resources (4)
BIOL 303 Ecological Agriculture (4)
BIOL 311 Field Botany (4)
BIOL 321 Animal Ecology (4)
BIOL 322 Aquatic Biology (4)
BIOL 411 Advanced Field Botany (4)

BIOL 471 Conservation Biology (4)
BIOL 477 Plant Ecology (4)
BIOL 390 Directed Study (1-4)
BIOL 499 Research (1-6)
GEOL 216 Field Geology (4)
BIOL 302 Limnology (4)
BIOL 304 Natural Resources Practicum: Global Development and Ecological Sustainability (4)
BIOL 312 Insect Biology and Ecology (4)
CHEM 332 Environmental Chemistry (4)
BIOL 342 Fish Biology and Ecology (4)
BIOL 457 Stewardship Practicum: Bioregional Models for Environmental Stewardship (4)
BIOL 482 Restoration Ecology (4)
BIOL 390 Directed Study (1-4)
BIOL 499 Research (1-6)

CHEMISTRY

Cognitive skills are emphasized in the chemistry courses, and some psychomotor skills are learned in the laboratory portions of each course.

CHE 1010—Principles of Inorganic and Organic Chemistry (4)
Includes the basic principles of inorganic chemistry and an introduction to organic chemistry. Designed primarily for pre-nursing and pre-physician assistant students. May also be taken for General Education credit. Lecture and lab.

CHE 1020—Principles of Organic and Biochemistry (4)
Continuation of organic chemistry CHE 1010 and study of biochemical compounds and their reactions. Prerequisite: CHE1010. Lecture and lab.

CHE 1040-1050—General Chemistry I, II (4), (4)
This sequence is for students planning further work in chemistry. Topics discussed include chemical notation, atomic structures, periodic relationships, bonding, chemical equilibrium, acids, bases, salts, redox reactions, electrochemistry, environmental chemistry, and qualitative analysis. Lecture and lab.

CHE 2010-2020—Organic Chemistry I, II (4),(4)
An introduction to the study of the compounds of carbon-their classification, nomenclature, preparation, and reaction. Prerequisite: one year of college chemistry. Lecture and lab.

CHE 2530—Analytical Chemistry (4)
A study of volumetric, gravimetric, and instrumental methods of analysis. Lecture and lab. Fall (even numbered years).

CHE 3210—Synthetic Inorganic Chemistry (2)
A laboratory course open to advanced students in chemistry. Inorganic compounds are prepared in pure conditions. Prerequisite: Chemistry 1050 or equivalent. 6 hours Laboratory. Offered on demand.

CHE 3220—Advanced Inorganic Chemistry (4)
Descriptive chemistry of the metallic and nonmetallic elements, coordination chemistry, nuclear chemistry, and industrial inorganic chemistry. Prerequisite: Chemistry 1050 or equivalent. Lecture and lab. Spring (odd-numbered years).

CHE 3510—Biochemistry (4)
The molecular basis for genetics, life processes, reaction rates and the storage of energy is the foundation for a comprehensive view of normal cellular homeostasis. Diseases, deficiencies and the goals of biotechnology in making molecular or genetic modifications to combat these processes will be emphasized. Lecture and lab. Prerequisite: CHE 2010 or equivalent. Spring (even numbered years). Cross listed as BIO 3510.

CHE 4010—Physical Chemistry I (4)
A study of three laws of thermodynamics, phase equilibria, and reaction equilibria.

Prerequisites: MAT 1510-1520, PHY 2110-20, and CHE 1040-50. Lecture and lab. Fall (odd numbered years). Cross listed with PHY 4010.

CHE 4020—Physical Chemistry II (4)
This course explores selected recent advances in physical chemistry including quantum mechanics, atomic phenomena, nuclear structure, nuclear forces, nuclear energy, and spectroscopy. Prerequisites: MAT 1510-1520, PHY 2110-20, and CHE 1040-50. Lecture and lab. Spring (even numbered years). Cross listed with PHY 4020.

CHE 4330—Special Projects in Chemistry (1-3)
Open to chemistry majors and minors with advanced standing. The course consists of individual study in a chosen field under the supervision of the faculty member in that area of chemistry. Prerequisite: CHE 1040-50 plus the advanced course in the area of study. Non-majors may take course by special permission.

CHE 4335—Seminar in Chemistry (1)
Consists of projects and paper presented and reported to the science faculty and science majors.

CHE 4340—Research Projects in Chemistry (1-3)
Limited to chemistry majors and minors. Individual or small group research in a selected field. Emphasis is on basic research techniques. Research is under supervision of a faculty member in chemistry. Prerequisite: beginning courses in major/minor plus courses pertinent to area of research.

CHE 4510—Career Internship in Chemistry (1-3)
Work in an off-campus chemistry laboratory under faculty supervision. Recommended for students planning a career in chemistry. Prerequisite: CHE 2530. Supervision coordinated with the Career Planning Office. Maximum of 6 hours. Graded S/U.

PHYSICS

PHY 1010—Introduction to Physics (4)
This course is designed to cover the conceptual aspects of Physics. Mathematics above algebra is not required. This course in physics is suitable for elementary and secondary education majors or as a first course in physics prior to taking general physics. Lecture and lab.

PHY 1050—Science of Sound (4)
Designed as an introductory course in acoustics. A background in physics is not required. Covers the basics needed to understand acoustics in a variety of non-musical and musical areas. This course explores the production, transmission and reception of sound. Topics include fundamental units of measurement, frequency, intensity, superposition, harmonic structure and effects of sound in the normal ear. Lecture and lab.

PHY 2030—Digital Electronics (4)
A study of the elements of digital circuit logic and microprocessors. Includes minimization techniques, error detecting, data transfer, data conversion, and arithmetic methods. Lecture and lab.

PHY 2040—Environmental Physics (3)
Energy, advantages and disadvantages of the various energy types now used, energy conversion processes and radiation, and their roles in technological development and the quality of the natural environment. Introduction to sources and methods of energy production, energy usage, energy conservation strategies and alternate energy utilization. Lecture and lab. (On demand.) Prerequisite: PHY 2110.

PHY 2110-20—General Physics I, II (4), (4)
For students with an interest in science, engineering, and medicine. Includes mechanics, heat, sound, electricity and magnetism, light, and modern physics. Lecture and lab. Prerequisites: SCI 2100; MAT 1510, 1520. (The Math course may

be taken concurrently with PHY 2110, 2120.)

PHY 2140—Intermediate Mechanics (4)
A study of the states of systems of particles and of rigid bodies using Newton's Laws and conservation principles. Covering topics such as kinematics and dynamics of system particles, rotation proportions of rigid bodies, and motion under a central force. Lecture and lab. Prerequisites: PHY 2110, PHY 2120, PHY 4020 and MAT 1510 and 1520. Fall (even numbered years).

PHY 2150—Intermediate Electricity and Magnetism (4)
A study that covers electrostatics, electric fields, potential, dielectrics, magnetic fields, currents, and introduction to Maxwell's equations. Lecture and lab. Prerequisites: PHY 2110, PHY 2120, PHY 4020 and MAT 1510 and 1520. Spring (odd numbered years).

PHY 2250—"C++" Language Programing (3)
Development of computer programming skills using the "C++" Language in a microcomputer environment with an emphasis on modular/structured programming techniques. Prerequisites: CIS 2000 or SCI 2100. Cross listed with CIS 2250.

PHY 2900—Programming for Internet Applications (3)
Development of computer programming skills using languages such as Java and Javascript in a microcomputer environment with emphasis on object orientated programming directed toward Internet applications and programming techniques. Prerequisite: SCI 2100 or CIS 2000. Crosslisted as CIS 2900.

PHY 3130—Circuits (4)
Elements of AC/DC circuits with semiconductor devices as applied to computing and other systems. Lecture and lab.

PHY 4010—Thermodynamics (4)
A study of the first, second, and third laws of thermodynamics, phase equilibria, and reaction equilibria. Lecture and lab. Prerequisites: PHY 2120, MAT 1520. Fall (odd numbered years). Crosslisted with CHE 4010.

PHY 4020—Modern Physics (4)
This course explores some of the current concepts in physics. Topics include relativity, energy quanta, atomic phenomena, nuclear structure, nuclear forces, and nuclear energy. Prerequisites: PHY 2120, MAT 1520. Lecture and lab. (Spring of even number years.) Crosslisted with CHE 4020.

PHY 4330—Special Projects in Physics (1-3)
Open to science majors and minors with advanced standing. Individual study in a chosen field under the supervision of a faculty member in Physics. Non-majors may take course by special permission.

PHY 4335—Seminar in Physics (1)
Consists of projects and paper presented and reported to the science faculty and science majors.

PHY 4340—Research Projects in Physics (1-3)
Limited to physics majors and minors. Individual or small group research in a selected field. Emphasis is on basic research techniques. Research is under supervision of a faculty member in physics. Prerequisite: beginning courses in major/minor, plus courses pertinent to are of research.

PHY 4510—Career Internship in Physics (1-3)
Work in off-campus physics lab under faculty supervision. Recommended for students planning a career in science. Prerequisite PHY 2150. Supervision coordinated with Career Planning Office. Maximum 6 hrs. Graded S/U.

SCIENCE

SCI 1100—Issues and Controversies in Biology (4)
This module will acquaint students with

issues and controversies in biological science. Emphasis will be on current issues, especially those related to biomedical research and applications. Ethical considerations will be included. Selected concepts in biology and historic controversies/issues will be incorporated. Demonstrations and selected laboratory activities will also be included. Open for MHR and Pre-MHR students only.

SCI 1200—Energy and the Environment (4)
This module will permit the student to gain some understanding of the important issues related to world wide limited energy and physical resources in conjunction with the world's growing population. To consider various energy resources, their supply, use, and conservation. To use the world wide web to find information from various locations to supplement text material. Open for MHR and Pre-MHR students only.

SCI 1500—Life Science (4)
Designed to convey methods of study in the biological sciences. Biological concepts; issues and values related to the well being of individuals, society, and the environment are considered.

SCI 1600—Physical Science (4)
Designed to convey the nature of matter and methods of study in the physical sciences and to study physical science concepts; issues and values related to the well being of individuals, society and the environment are considered.

SCI 2000—Introduction to Environmental Science (4)
An introduction to Environmental Science and the scope of environmental problems facing the world. The course focuses on the rapidly increasing rate at which these problems are occurring and the changes they are setting in motion in the biosphere and the interconnectedness of humans in the world ecosystem. This course can be used as a substitute course for the General Education curriculum requirement in place of Life Science or as an elective. Available by distance learning.

SCI 2100—Introduction to Microcomputer Applications for Science and Mathematics (3)
An introduction to computing, providing hands-on experience using commercial software packages for general use using the PC and software used in science and mathematics applications. Specific emphasis will be placed on those programs currently used in science and mathematics courses. DOS, Windows and network environments will be utilized. Software packages such as word-processing, electronic spreadsheets, database programs, plotting and curve fitting, interfacing for data collection and analysis, and programs for mathematical analysis will be covered.

SCI 2200—Physical Geology (4)
Covers earth processes and their effects on the materials, structure, and morphology of the earth's crust. Laboratory includes field work, study of rocks, minerals, models, topographic and aerial photographs. Available by distance learning.

SCI 2510—Earth and Space Science (4)
Topics covered are geology, astronomy, meteorology, oceanography. Suitable for elementary or secondary education majors and for general education (can be substituted for Physical Science). Lab activities related to each major topic are included.

SCI 3600—Materials and Methods of Teaching Science in the Secondary School (2)
Includes a comprehensive file of science materials and references, a study of laboratory technique and review of basic subject matter. Emphasis is on discovery teaching and learning.

SCI 4330—Special Projects in Earth and Space Science (1-3)
Individual study in a chosen area of earth and space science under the supervision of the faculty member in this area. Selected activities are also included.

MATHEMATICS

MAT 0950—Developmental Mathematics (3)
Designed to prepare students for college level mathematics. Material will encompass basic skills and elementary algebra, depending on the needs of the students. Institutional credit but no credit toward graduation.

MAT 1020—Survey of Mathematics (2)
Study of rational and real numbers, geometry, probability and statistics. Fall every year.

MAT 1040—Concepts of Mathematics (4)
The realm of mathematics contains some of the greatest ideas of humankind—ideas comparable to the works of Shakespeare, Plato, and Michelangelo. This course will introduce students to several of these ideas, selected from topics in numerical patterns, infinity, geometry, topology, chaos, probability, and statistics. Study of these topics will not only demonstrate the beauty of mathematics but will also develop critical thinking skills. This course is designed for liberal arts majors to satisfy the general education requirement.

MAT 1055—College Algebra (4)
A brief review of concepts of algebra followed by a study of equations and inequalities; polynomial and rational functions and their graphs; solutions to polynomial equations; exponential and logarithmic functions; and systems of equations.

MAT 1310—Precalculus (4)
A brief review of polynomial and rational functions and systems, and of exponential and logarithmic functions. Study of trigonometric functions, graphs, formulas and identities; inverse functions, including inverse trigonometric functions; solutions to systems of equations; and polar coordinate systems.

MAT 1400—Perspectives in Mathematics (1)
An introduction to mathematical thought for students, especially freshmen, who are interested in a mathematics major or minor, or for any student interested in learning about some important ideas and uses of mathematics. Several contemporary mathematical topics will be studied, such as recently solved problems, orders of infinity, Fermat's last theorem, Tangles and knot theory, cryptography, the fourth dimension, the four-color theorem, topology, or fractals and chaos. Prerequisite: High school algebra and trigonometry. Calculus is NOT necessary.

MAT 1510-1520—Calculus I and II (4), (4)
A study of Cartesian and polar coordinates, parametric equations, vectors and vector-valued functions in 2 and 3 dimensions, limits, differentiation of functions with applications, integration of functions with applications, Taylor polynomials, and series. It is strongly recommended that students take PHY 2110 and PHY 2120 concurrently with MAT 1510 and MAT 1520, respectively. Prerequisites for MAT 1510: MAT 1310 or equivalent; SCI 2100 (may be taken concurrently with MAT 1510). Prerequisites for MAT 1520: MAT 1510. Fall and Spring, respectively (every year).

MAT 2150—Introduction to Mathematical Software and Programming (3)
An introduction to current mathematical software. Development of skills in several current programs, such as Maple and Mathematica, for solving symbolic and numerical mathematics problems will be emphasized. Students will learn to write programs using one or more of these systems. Prerequisites: MAT 1510. Spring (odd numbered years).

MAT 2510—Calculus III (4)
A study of partial derivatives and multiple integrals and additional topics in vector-valued functions. Prerequisite: MAT 1520. Fall (every year).

MAT 2600—Introduction to Abstract Mathematics (3)
Study of basic ideas and methods of mathematics including sets, logic, proof techniques, relations, functions, mathematical induction , and modular arithmetic. Prerequisite or corequisite: MAT 1520. Spring (every year).

MAT 3000—Theory of Probability and Mathematical Statistics (3)
Probability of sample spaces, random variables, discrete and continuous probability distributions. Analysis of the principles of descriptive and inferential statistics. Prerequisite: MAT 1520. Spring (odd numbered years).

MAT 3010—Discrete Methods (3)
Discrete mathematical ideas including graph theory, counting techniques, recurrence relations, and methods of solving applied problems. Prerequisite: MAT 2600. Fall (odd numbered years).

MAT 3020—Differential Equations (3)
An introduction to ordinary differential equations, including linear and nonlinear equations with applications, power series solutions, and Laplace transforms. Prerequisite: MAT 1520. Fall (even numbered years).

MAT 3050—Introduction to Operations Research (3)
Study of methods and ideas in operations research including linear programming using the simplex method and interior point methods, nonlinear programming, stochastic processes and Markov chains. Prerequisite: MAT 1520. Spring (odd numbered years).

MAT 3060—Teaching Mathematics in the Secondary School (2)
An individualized course in materials and methods for teaching mathematics in secondary school. Professional resources, such as those of the National Council of Teachers of Mathematics, will be emphasized. Some involvement with lower level math courses being taught at Trevecca will provide additional opportunity for observation and practice of teaching methods with mathematical content. Open only to Mathematics Education Majors. Fall (odd numbered years).

MAT 3080—Foundations of Geometry (3)
Elementary geometry from an advanced standpoint; a study of axiomatic structures; Euclidean in two and three dimensions; Finite geometries, projective geometry and constructions. Prerequisite or corequisite: MAT 2600. Spring (even numbered years).

MAT 3090—Linear and Matrix Algebra (3)
Linear equations, vector operations, matrices, determinants, linear transformations, eigenvalues and eigenvectors, singular values and singular vectors, canonical forms, polynomial functions of matrices, vector spaces, and related topics. Prerequisite: MAT 2600. Spring (even numbered years).

MAT 4030—Introduction to Real Analysis (3)
Real number system, functions, sequences, limits, continuity, uniform continuity, infinite series and sequences. Prerequisite or corequisite: MAT 2510 and MAT 2600. Fall (odd numbered years).

MAT 4060—Modern Algebra (3)
Sets, groups, rings, and fields. Logical rigorous proofs and analysis are emphasized. Prerequisite: MAT 2600. Fall (even numbered years).

MAT4110—Topics in Mathematics (3)
In-depth coverage of one topic to be selected from pure or applied mathematics, with regard to interest of the instructor and students. Possible topics include combinatorics, number theory, differential geometry, topology, numerical analysis, coding theory, cryptology, or partial differential equations. Permission of instructor required. May be repeated for credit. Offered as needed.

MAT 4330—Directed Study in Math (1-3)
For advanced students working on special projects supervised by the instructor.

MAT 4335—Seminar in Mathematics (1)
Projects and paper presented to the mathematics faculty and other mathematics majors. To be taken by seniors. Offered as needed.

Graduate Physician Assistant Program

FACULTY

DAVID M. LENNON, Director, Graduate Physician Assistant Program, 1992–
A.S., Hillsborough Community College, 1981; B.S., Trevecca Nazarene University, 1983; M. Ed., Trevecca Nazarene University, 1994.

ILIANA J. CARPENTER, Instructor, Physician Assistant Program, 2000—
B.S., University of Texas Medical Branch, 1994; M.P.A.S., University of Nebraska, 1999

SCOT M. HILL, Clinical Coordinator, Assistant Professor of Physician Assistant, 1997–
B.S., Trevecca Nazarene University, 1990; PA-C; M.S. Physician Assistant Practics, University of Nebraska, 1999.

DAVID A. LUTZ, Assistant Professor of Allied Health, Physician Assistant Program, 2001—
B.S., Trevecca Nazarene College, 1994; M.S., Arizona School of Health Sciences, 2001.

G. MICHAEL MOREDOCK, Chair, Division of Natural and Applied Sciences, Professor of Allied Health, 1986–
B.S., Indiana University, 1970; M.D., Indiana University, 1974.

LOIS E. WOLFGANG, Associate Professor of Allied Health, 1978–
B.S.N., Roberts Wesleyan College, 1963; M.H.S., Governor's State University, 1978.

Graduate Physician Assistant Program

Mission Statement

The Graduate Physician Assistant Program exists to prepare professionally competent physician assistants who will use their skills to serve their communities in compassionate ministry.

Physician Assistant Role Definition

Physician Assistants are health professionals licensed, or in the case of those employed by the Federal Government, credentialed to practice medicine with physician supervision. Physician Assistants are qualified by graduation from an accredited physician assistant educational program and/or certification by the Accreditation Review Commission for Physician Assistants (ARC-PA). Within the physician/PA relationship, physician assistants exercise autonomy in medical decision making and provide a broad range of diagnostic and therapeutic services. The clinical role of physician asststants includes primary and specialty care in medical and surgical practice settings in rural and urban areas. Physician assistant practice is centered on patient care and may include educational, research, and administrative activities.

Adopted 1995 Amended 1996 AAPA House of Delegates

Applicant Information

The Trevecca PA Program participates in the Centralized Application Service for Physician Assistants (CASPA). Applications are available online at www.caspaonline.org (or you may request a paper application through the PA Program beginning April 17, 2001).

Questions related to admission to the graduate PA Program should be directed to the program at (615) 248-1621 or admissions_pa@trevecca.edu.

Division of Social and Behavioral Sciences

FACULTY

PETER F. WILSON, Chair, Division of Social and Behavioral Sciences; Director of Graduate Psychology; Associate Professor of Graduate Psychology, 1995—
B.A., Free Will Baptist Bible College, 1973; M.A., Middle Tennessee State University, 1976; Ed.D., Tennessee State University, 1992.

HOMER J. ADAMS, Distinguished Professor, 1948-1966; 1979—
B.A., Trevecca Nazarene University, 1947; M.A., George Peabody College for Teachers, 1948; Ph.D., George Peabody College for Teachers, 1953.

BRETT G. ARMSTRONG, Assistant Professor of History and Political Science, 2001—
B.S., Presbyterian College, 1986; M.A., Georgia State University, 1993.

RANDY L. CARDEN, Professor of Psychology, 1981—
B.S., Trevecca Nazarene University, 1978; M.A., Middle Tennessee State University, 1979; Ed.D., Tennessee State University, 1990.

DONALD R. HARVEY, Associate Professor of Graduate Psychology, 1993—
B.A., Bethany Nazarene College, 1970; M.A., University of Alabama, 1975; Ph.D., Virginia Polytechnic Institute and State University, 1983.

DON E. KINTNER, Professor of Psychology, 1989—
B.S., Trevecca Nazarene University, 1975; M.S., Tennessee State University, 1985; Ed.D., Tennessee State University, 1998.

RONALD W. MAURER, Associate Professor of Social Work, 1995—
B.A., Anderson University, 1971; M.S.S.W., University of Tennessee School of Social Work, 1973; M.A., Anderson University School of Theology, 1986.

F. LEROY PEPPER, Assistant Professor of History and Political Science, 2000—
B.A., Trevecca Nazarene University, 1970; M.Div., Nazarene Theological Seminary, 1973; M.A., Florida State University, 1986; Ph.D., Florida State University, 1993.

TERRY T. PRUITT, Professor of Graduate Psychology, 1990—
B.A., David Lipscomb University, 1968; M.A., Middle Tennessee State University, 1974; Ed.D., Vanderbilt University, 1984.

STEPHEN M. PUSEY, Professor of History and Education, 1992—
B.A., Olivet Nazarene University, 1975; M.A., Northern Arizona University, 1976; Ph.D., The Ohio State University, 1981.

L. JOY WELLS, Associate Professor of Sociology and Social Work, 1977—
B.S., Trevecca Nazarene University, 1976; M.A., Middle Tennessee State University, 1977; M.S.S.W., University of Tennessee, 1985.

Division of Social and Behavioral Sciences

The Division of Social and Behavioral Sciences includes the Department of Social and Behavioral Sciences and the Graduate Psychology Program. The Department of Social and Behavioral Sciences offers majors in the following areas: History; History and Political Science; Social Science with a concentration in Criminology; Behavioral Science; Social Work; and Psychology. Several minors are also available: History, Political Science, Social Science, Behavioral Science, Sociology, Psychology, Social Work, Criminology, and Family Studies.

Graduate Psychology Program

The Graduate Psychology Program offers masters degrees in Counseling, Counseling Psychology, and in Marriage and Family Therapy. Admission policies and general information about the Graduate Psychology Program can be obtained from the program office at the following address:

Graduate Psychology Program
Trevecca Nazarene University
333 Murfreesboro Road
Nashville, TN 37210-2877

(615) 248-1417
E-mail: admissions_psy@trevecca.edu

Department of Social and Behavioral Sciences

History and the Social and Behavioral Sciences have always been important areas of study at Trevecca Nazarene University. Historians and social scientists alike believe that the perceptions of people different from ourselves in time, space, and life-expressions are built upon our understanding of our own social and political experience. The department's goal, therefore, is to promote understanding of modern societies through the methods of the historian, the social scientist, and the behavioral scientist. Students desiring to enter the professional fields of teaching, historic preservation, museum-related work, law enforcement, social work, criminal justice, personnel management, behavioral research, and all levels of government service select history, history/political science, social science (criminology), social work, psychology or behavioral science as major fields. In addition, minors in history, political science, psychology, behavioral science, social science, social work, sociology, criminology and family studies may be selected to back up work in any area of study.

An integral part of this department is the Pre-Law Program which is usually organized around a history major or a history/political science major but may include minors or substantial course work in communications, English and business. Thus each student is guided through a course of study tailored to meet his/her particular needs and which will maximize his/her chances of success in graduate studies. Following the counsel of graduate schools of law and practicing attorneys, the department has established a personal program for each student who plans to pursue graduate legal studies.

The B.S. in Psychology is designed to assist all students in acquiring an interpretation of human behavior which is in harmony with a Christian view of people and is substantiated by the empirical information of a solidly scientific psychology. The psychology major will give students a solid base of preparation for graduate study or for the post-baccalaureate work world.

The B.S.S.W. in Social Work prepares students for beginning generalist social work practice from a Christian perspective. Students wishing to work in a helping profession should consider this degree. The curriculum emphasizes the foundations of beginning generalist social work practice by including content on human behavior, social welfare policy, at-risk populations, social work research, social work practice with individuals, groups, families, large organizations and communities, field practicum skills, social work values and ethics, cultural diversity and, social and economic justice.

Within the curriculum are incorporated both classroom learning and supervised field practicums. It is required that a student complete two separate field practicums. A broad spectrum of private and public settings are utilized for field practicums, including child welfare agencies, nursing homes, hospices, hospitals, substance abuse programs, mental health services, family service agencies, services to older people, residential treatment programs, adult day care centers, domestic violence programs, shelters, criminal justice agencies, public schools, and public social services.

The B.S. in Social Science is designed to provide a broad, interdisciplinary background. The common core of 21 credit hours is followed by 18 credit hours of concentrated study in criminology. The Criminology Concentration is designed to prepare students for careers in law enforcement, corrections, and the legal system within a Christian context. As part of this interdisciplinary major, students are required to take courses not only in criminology, but also in other relevant areas such as political science and sociology. The concentration includes a practicum that will provide students with hands-on experience that will make them more marketable after graduation. It also includes a research

component for those considering graduate work.

The B.S. in Behavioral Science is offered to allow students who wish a broad background in Sociology, Psychology, and/or Anthropology to obtain such study which is applicable to a variety of career fields as well as graduate work in the behavioral sciences. Students interested in behavioral science research, personnel management, social services, and secondary level teaching might choose a behavioral science major.

Departmental Objectives:

For the History Major:

1. Students will understand the background and development of the United States as it has attained its present position of world power and influence.
2. Students will develop skills in reading, writing, speaking, and critical thinking, which are among the marks of the educated citizen.
3. Students will demonstrate an understanding of the past and an ability to relate that knowledge to contemporary events and issues.
4. Students will apply Christian values to the study and interpretation of the past, always looking for more effective ways to integrate their faith and learning.
5. Students will be able to find employment in a political science-related field or gain admission into graduate school or law school.

For the History/Political Science Major:

1. Students will demonstrate an understanding of the past and the political process and will demonstrate an ability to relate that knowledge to contemporary issues and events.
2. Students will be able to find employment in a political science-related field or gain admission into graduate school or law school.
3. Students will understand questions of morals, ethics, justice, and democratic thought as they arise within political systems, and the application of Christian principles to those questions.

For the Teacher Licensure Programs in History with Concentration in Government or Economics:

Majors preparing for teacher licensure in the Social Studies areas take the variety of courses required for majors in History/Political Science as well as in the Social Sciences. Thus, the objectives for those discipline areas apply in those fields. In addition, teaching area majors take Teaching Social Studies in the Secondary School (HIS 4500), which specifically addresses Teacher Education Program Objectives I, II and IV

For the Psychology Major:

1. Students will be competent in the knowledge base of the discipline of psychology.
2. Students will be capable of conducting original research according to APA guidelines.
3. Students will be prepared for graduate study in psychology.
4. Students will acquire a practical educational foundation in psychological skills and methods useful to those students who will be applying themselves in the broad spectrum of psychologically-related fields.

5. Students will be prepared to apply themselves in professions other than psychology with skills in understanding human behavior.
6. Students will understand psychological concepts, theories, and phenomena from a Christian perspective.
7. Students will exhibit critical thinking skills.

For the Social Work Major:

1. Students will be competent in the knowledge base of the discipline of social work.
2. Students will demonstrate competency in skills for beginning social work practice.
3. Students will be prepared for beginning level social work practice or graduate studies in social work.
4. Students will demonstrate commitment to the basic values and ethics that shape social work practice from a Christian perspective.
5. Students will recognize and appreciate cultural and social diversity including patterns and consequences of discrimination and oppression.

For the Social Science Major/Criminology Concentration:

1. To promote student understanding of the various components of criminology, including law enforcement, corrections, and the legal system.
2. To promote student understanding of questions of morals, ethics, and justice as they arise within the correctional, law enforcement, and legal systems, and the application of Christian principles to those questions.
3. To assist the student in comprehending and interpreting criminal justice as an indispensable aid to understanding and dealing with contemporary issues.
4. To assist the student in understanding the background and development of American law enforcement, correctional, and legal systems.
5. To develop the student's skills in reading, writing, speaking, and critical thinking.
6. To engender within students the practice of applying Christian values to the study and interpretation of law enforcement, correctional, and legal systems, always looking for more effective ways to integrate their faith and learning.
7. To assist students in preparing for careers in teaching, corrections, and law enforcement, or other fields requiring criminology skills.

For the Behavioral Science Major:

1. To provide students with a sound basis of information on human behavior which will assist them in understanding people as they deal with them in any profession or in their personal lives.
2. To assist students who wish to obtain entry level positions in fields related to the behavioral sciences in specialized knowledge of human behavior.
3. To help students integrate a knowledge of the psychological processes and social processes which bear upon human behavior.
4. To help students develop a Christian view of social and psychological processes in conjunction with scientific study.

5. To enable students to perceive human needs with empathy and develop socially responsible attitudes toward social problems and in particular "special needs" populations in society.
6. To prepare students for further graduate study in any field of behavioral science.
7. To enable students to receive secondary educational endorsements in Psychology and Sociology.
8. To provide students with an understanding of research methodology in the behavioral sciences.

B.A. IN HISTORY

General Education **61-62 hours**
(HIS 1400 or HIS 1450, whichever is not taken in Context Tier, must be taken as Institutional Choice in Human Sciences Tier.)

Major **33 hours**

Core Requirements **12 hours**

HIS	2010	United States History Survey I	(3)
HIS	2020	United States History Survey II	(3)
HIS	4200	Historical Research	(3)
HIS	4700	Senior Seminar	(3)

Electives **(21)**
3 electives in United States History numbered above 3000 (9)
4 electives in Non-United States History numbered above 2000 (12)

Minor **18 hours**

General Electives **15-16 hours**

Total **128 hours**

B.A. IN HISTORY AND POLITICAL SCIENCE

General Education **58-59 hours**
(HIS 1400 or HIS 1450, whichever is not taken in Context Tier, must be taken as Institutional Choice in Human Sciences Tier.)

Major **33 hours**

Core Requirements **18 hours**

HIS	2010	United States History Survey I	(3)
HIS	2020	United States History Survey II	(3)
HIS	4200	Historical Research	(3)
HIS	4700	Senior Seminar	(3)
POL	2000	Intro. to Political Science	(3)
POL	2020	American Political Institutions	(3)

Electives **(15)**
2 electives in Non- United States History numbered above 2000 (6)
3 electives in Political Science numbered above 3000 (9)

Minor **18 hours**

General Electives **18-19 hours**

Total **128 hours**

B.A. IN SOCIAL SCIENCE

Candidates for this degree will not be accepted after August 1, 1999. See B.S. Social Science

General Education	55-56 hours*
Major	33 hours
Core Requirements	9 hours
HIS 4700 Senior Seminar	(3)
United States History Courses	(6)
Choice of 4 of the following disciplines:**	24 hours
Political Science (6)	
Sociology (6)	
Economics (6)	
Geography (6)	
Psychology (6)	
Minor	18 hours
General Electives	21-22 hours
Total	128 hours

*6 hours in the 4 discipline areas may count as Human Sciences options in the General Education core.

**A minimum of 8 hours must be in courses numbered 3000 or above.

B.S. IN BEHAVIORAL SCIENCE

General Education*			58-59 hours
Major			32 hours
SOC	2010	General Sociology	(3)
PSY	2010	General Psychology	(3)
PSY	2060	Behavioral Science Statistics	(3)
PSY	3000	Introduction to Behavioral Science Research and Design	(3)
PSY	3120	Social Psychology	(3)
SOC	3200	Social Problems	(3)
SOC/PSY	4350	Senior Seminar in Behavioral Science or Psychology	(2)
Electives from Sociology, Psychology or Anthropology (with advisor approval)			(12)
Minor (student's choice)			18-21 hours
General Electives			16-20 hours
Total			128 hours

*PSY 2010 or SOC 2010 count as behavioral choice.

B.S. IN PSYCHOLOGY

General Education (excluding PSY 2010)			58-59 hours
Major			33 hours
Core Requirements			30 hours
PSY	2010	General Psychology	(3)

PSY	2060	Behavioral Science Statistics	(3)
PSY	2175	Human Growth and Development	(3)
PSY	3000	Intro Behavioral Science Research and Design	(3)
PSY	3200	Practicum in Psychology	(1)
PSY	3210	Learning and Cognition	(3)
PSY	4110	Theories of Personality	(3)
PSY	4150	Abnormal Psychology	(3)
PSY	4320	Physiological Psychology	(3)
PSY	4350	Senior Seminar in Psychology	(2)
PSY	4410	History and Systems of Psychology	(3)
Professional Electives			(3)
PSY	3020	Drugs and Behavior (3)	
PSY	3120	Social Psychology (3)	
PSY	3310	Psychology of Adjustment (3)	
PSY	4070	Principles of Counseling (3)	
PSY	3500	Survey of Industrial and Qrganizational Psychology (3)	
PSY	4200	Introduction to Psychological Testing (3)	

Minor **18 hours**

Electives **18-19 hours**

Total **128 hours**

B.S. IN SOCIAL SCIENCE

General Education* **55-56 hours**

Major **39 hours**

Core Requirements **21 hours**

ECO	2000	Principles of Macroeconomics	(3)
POL	2020	American Political Institutions	(3)
PSY	2010	General Psychology	(3)
PSY	2060	Behavioral Science Statistics	(3)
PSY	2175	Human Growth and Development	(3)
SOC	2010	General Sociology	(3)
SOC	3350	US Cultural and Ethnic Diversity	(3)
SOC	3200	Social Problems	(3)
SOC	4600	Senior Research Seminar in Social Science	(3)

Criminology Concentration **18 hours**

SOC	2800	Introduction to Criminology and the Criminal Justice System	(3)
SOC	3360	Theories of Deviancy	(3)
SOC	3370	Juvenile Delinquency	(3)
SOC	3410	Corrections	(3)
SOC	3420	Policing in Society	(3)
SOC	4400	Practicum in Criminal Justice	(3)

Minor **18 hours**

Electives **15-16 hours**

Total **128 hours**

* PSY 2010 or SOC 2010 counts as behavioral choice; ECO 2000 or POL 2020 count as institutional choice.

B.S.S.W. in Social Work

General Education*			**55-56 hours**
Major**			**39 hours**
Core Requirements			**21 hours**
PSY	2060	Behavioral Science Statistics	(3)
PSY	2175	Human Growth and Development	(3)
PSY	3000	Introduction to Behavioral Science Research & Design	(3)
SWK	1200	Introduction to Social Work	(3)
SWK	2200	Working with Individuals	(3)
SWK	2250	Introduction to Community Service	(3)
SWK	3200	Working with Groups and Families	(3)
SWK	3500	Social Welfare Policy	(3)
SWK	4200	Working with Communities and Organizations	(3)
SWK	4400	Senior Field Practicum	(9)
SWK	4450	Senior Seminar in Social Work	(3)

Strongly Recommended:

SOC	3200	Social Problems (3)
SOC	3350	US Cultural and Ethnic Diversity (3)

**PSY 2010 and SOC 2010 required for major.

Minor	**18 hours**
Electives	**15-16 hours**
Total	**128 hours**

* PSY 2010 or SOC 2010 counts as behavioral choice; SWK 1200 counts as institutional choice.

Certification Programs for B.A. in History with Concentration in Economics or Government

See Teacher Education Program section of this Catalog for description.

Departmental Minors

Minor in History			**18 hours**
HIS	4200	Historical Research	(3)
Electives in History numbered 2000 and above (3 hours may be in other Social Sciences)			(15)
Minor in Political Science			**18 hours**
POL	2000	Introduction to Political Science	(3)
POL	3010	Contemporary Political Thought	(3)
Electives in Political Science numbered 2000 and above			(12)

Minor in Social Science **18 hours**

Consists of 6 hours each in three of the following: political science, sociology, economics, history and geography.

Minor in Behavioral Science			**18 hours**
SOC	2010	General Sociology	(3)
PSY	2010	General Psychology	(3)

Electives from Sociology, Psychology, or Anthropology (with advisor approval)		(12)

Minor in Sociology — **18 hours**

SOC 2010	General Sociology	(3)
Electives from Sociology (May include 3 hours of Anthropology)		(15)

Minor in Psychology — **18 hours**

PSY 2010	General Psychology	(3)
PSY 2060	Behavioral Science Statistics	(3)
	Additional hours in Psychology	(12)

Minor in Criminology — **18 hours**

SOC 2010	General Sociology	(3)
SOC 2800	Introduction to Criminology and the Criminal Justice System	(3)
SOC 3410	Corrections	(3)
SOC 3360	Theories of Deviancy	(3)
SOC 3370	Juvenile Delinquency	(3)
SOC 3420	Policing in Society	
or		
SOC 4400	Practicum in Criminal Justice	(3)

Minor in Family Studies — **18 hours**

SOC 2010	General Sociology	(3)
SOC 2500	The Family in Society	(3)
SOC 3500	Courtship and Marriage	(3)
SOC 3600	Families in Transition	(3)
SOC 4200	Advanced Family Relationships	(3)
PSY 2175	Human Growth and Development	
or		
SOC 3170	Gerontology	
or		
PSY 3300	Human Sexual Behavior	(3)

Minor in Social Work — **18 hours**

SWK 1200	Introduction to Social Work	(3)
SWK 2200	Working with Individuals	(3)
SWK 2250	Introduction to Community Service	(3)
SWK 3200	Working with Groups and Families	(3)
Choose two of the following:		(6)
PSY 2175	Human Growth and Development (3)	
SOC 3200	Social Problems (3)	
SOC 3350	US Cultural and Ethnic Diversity (3)	
SWK 4200	Working with Communities and Organizations (3)	

Course Descriptions

HISTORY

HIS 1400—World Civilization I (3)

A course of study from ancient times to the 1500s dealing with persistent and recurring political, social, and economic issues in history which thinking people have examined and which have shaped our contemporary world. This course covers Western and non-Western cultures. Offered every semester.

HIS 1450—World Civilization II (3)
A course of study from the 1500s to the present dealing with persistent and recurring political, social, and economic issues in history which thinking people have examined and which have shaped our contemporary world. This course covers Western and non-Western cultures. Offered every semester.

HIS 2010—United States History Survey I (3)
Survey of United States' social, political, economic, and military development to 1877. Offered annually.

HIS 2020—United States History Survey II (3)
Survey of United States' social, political, economic, and military development from 1877 to the present. Offered annually.

HIS 2200—European History Survey I (3)
This course is a survey of the political, economic, intellectual and social developments in the Mediterranean Basin and Western Europe from ancient civilizations until 1650. Offered alternate years.

HIS 2300—European History Survey II (3)
This course deals with European history from 1650 until 1914. It traces the development of nation states with respect to the social, political, intellectual, and economic revolutions of Europe.

HIS 3120—Revolutionary War (3)
A study in the social, political, and economic causes and consequences of the American Revolution and the conflict's impact on the formation and development of the country from the French and Indian War to the Constitution's ratification. No prerequisite.

HIS 3130—Civil War and Reconstruction (3)
A study of Civil War's social, political, economic, and military aspects from the Antebellum era to Reconstruction. Alternate years.

HIS 3140—The United States in World War II (3)
A study of the United States during the World War II era that includes the conflict's origins and aftermath, as well as its social, political, military, and economic impact. No prerequisite. Alternate years.

HIS 3150—Old Russia (3)
This course concentrates on Russian political, diplomatic, and social history from 988 until the 1905 Revolution. Alternate years.

HIS 3160—Twentieth Century Russia (3)
This course explores the development of communism in Russia during the twentieth century, focusing on the origins of the Leninist state, Stalinism and its aftermath, and the demise of the Soviet Union. Attention will be devoted to the impact of communism on Russian economic, social, and political life. Alternate years.

HIS 3170—Latin American History (3)
A survey of the development of the Central and South American nations, from settlement to the present day. Alternate years.

HIS 3180—Living History Seminar (2-4)
In-depth travel seminars to selected sites of historical significance in the U.S. and Europe.

HIS 3200—Twentieth Century Europe (3)
This course will focus on European political, diplomatic, and social trends from World War I until the present. Alternate years.

HIS 3210—Middle Tennessee History Seminar (3)
In-depth travel seminar involving the study of Middle Tennessee history. Offered annually.

HIS 3220—East Tennessee History Seminar (3)
In-depth travel seminar involving the study of East Tennessee history. Summer only.

HIS 3250—Modern British History (3)
A survey of the British Isles, emphasizing the growth of British democracy and its influence on the American system. Offered as warranted.

HIS 3260—History of Asia (3)
Examines the political, social and economic development of Russia and the Far Eastern nations. Offered alternate years.

HIS 3300—Modern Germany (3)
This course emphasizes German political, diplomatic, and social history from the unification of Germany to the present. Summer only.

HIS 4200—Historical Research (3)
This course concentrates on the process of historical research with particular attention to research methodology and preparation of a research paper. Offered annually.

HIS 433R—Readings in History (1-3)
Great historical writings, adapted to the student's needs and interests. Limited to advanced students, approved by instructor.

HIS 4330—Directed Study in History (1-3)
Independent projects under faculty direction in areas of special interest to students.

HIS 4500—Teaching Social Studies in the Secondary School (2)
A course designed to demonstrate a variety of techniques and materials for the teaching of History, Government, Sociology and Geography in Grades 7-12. Includes units on Inquiry, Simulations, Unit Development, and Questioning Skills.

HIS 4700—Senior Seminar (3)
A culminating seminar for History, History/Political Science and Social Science majors. This course will involve research and writing in the major area and an exit examination with members of the major department faculty. Offered annually.

POLITICAL SCIENCE

POL 2000—Introduction to Political Science (3)
The basic theory, vocabulary, and methods of analysis in the study of politics. Alternate years.

POL 2020—American Political Institutions (3)
The origins and development of American government, with emphasis on the concept of participatory democracy as practiced in our republican form. Offered annually.

POL 3000—International Relations (3)
Examines the basic factors of contemporary world politics; the state system, ideologies, nationalism, imperialism, and nongovernmental organizations. Alternate years.

POL 3010—Contemporary Political Thought (3)
Analyzes major theorists and schools of modern political thought including current ideologies. Alternate years.

POL 3020—American Constitutional Law (3)
An introduction to major issues in constitutional development, particularly in the areas of civil rights and personal freedoms. Offered as warranted.

POL 3030—Introduction to Legal Studies (3)
This course is designed to provide an introduction to the concept of legal education, to the requirements and procedures for entry into graduate law school, and to cover some of the standard legal terminology and concepts utilized in the American system. The class uses the seminar format, and sample LSAT tests will be used as preparation for application to law school. Alternate years.

POL 3040—State and Local Government (3)
This course is designed to introduce the student to the historical development of principles and practices of modern govern-

ment systems at the state and local levels. The classroom experience will be supplemented by visits to state and local government meetings. Offered alternate years.

POL 3050—Federal Seminar (3)
A week-long seminar in Washington, D.C., involving participants in lectures, group sessions, and visits to various government agencies. Alternate years.

POL 3060, 3061, 3062—TISL Practicum (1), (1), (1)
A supervised experience with the annual Tennessee Intercollegiate State Legislature. The student participates in a four-day mock assembly, with lead up and follow-up activities, featuring the interchange of ideas on current political issues. Fall semester. Graded S/U.

POL 3070—Law and Public Policy (3)
A course designed to introduce the actors and processes involved in the formulation of public policy at all levels of government. The focus is on developing a Christian perspective on policy development and the tools with which to analyze and influence policy as a responsible citizen. Alternate years.

POL 4000—Tennessee Legislative Internship (8)
A practicum experience with the Tennessee General Assembly, directed by that body, providing direct experience as an administrative aide to an Assembly member in session. Offered Spring Semester to selected students. Graded S/U.

POL 4100—Political Science Project (4)
An optional research project which may be taken for extra credit in conjunction with the Tennessee Legislative Internship.

POL 4330—Directed Study in Political Science (1-3)
Independent projects under faculty supervision.

POL 4510—Career Internship in Political Science (1-3)
Supervised field work in the office of an attorney or a legislator or other public service agency which deals with political life. The purpose is to give first-hand experience with the work of such professionals. Credit is commensurate with time spent on the job. No more than 6 credit hours may be counted toward a major or minor in political science. Graded S/U.

GEOGRAPHY

GGY 2050—Fundamentals of World Geography (3)
An introduction to geography that explores the impact of geography on the world's major social, linguistic, religious, and economic systems.

GGY 4330—Directed Study in Geography (1-3)
Self-study under faculty direction in areas of special interest to students.

SOCIOLOGY

SOC 1950—Marriage Enrichment (3)
Designed to assist couples in evaluating and enriching their marriages. Exposure to common forms of marital failure as well as characteristics which can enhance the quality of a relationship.

SOC 2010—General Sociology (3)
The nature and functions of sociology, the development of social ideas and institutions and the processes of social interactions and social structure. Prerequisite to courses in Sociology numbered above 2000.

SOC 2500—The Family in Society (3)
A study of the functions of the institution of family and the inter-relationship of family and other major institutions in society including the ways in which current social conditions and cultural, ethnic, and economic diversity influence this relationship. Current sociological research on family behavior will be examined and a Christian perspective on family emphasized.

SOC 2800—Introduction to Criminology and the Criminal Justice System (3)
A study of the theoretical causes of criminal behavior and the basics of the criminal justice system. The course examines the criminal and delinquent behavior theories, the methods of control and rehabilitation in our criminal justice system from a social/environmental viewpoint, and also law enforcement, the courts, and the correctional system.

SOC 3170—Gerontology: Sociology of Aging (3)
The study (1) of aging, (2) the social problems of the aging person, (3) developing an outlet for the tremendous potential represented by persons among the retired, and (4) a survey of community agencies for the older person.

SOC 3200—Social Problems (3)
A sociological description and analysis of some of the contemporary social problems in American Society with an emphasis on programs designed to help remedy these problems.

SOC 3300—Urban Sociology (3)
Population changes, institutional changes and problems developing in our urban societies. A section on urban planning and urban ministry is included.

SOC 3350—U.S. Cultural and Ethnic Diversity (3)
This course examines the social situation among American ethnic minorities. Analysis of cultural factors and their effects on majority-minority interpersonal relationships is included. Cross-listed as COM 3350.

SOC 3360—Theories of Deviancy (3)
An examination of the social causes and consequences of delinquency, criminality, addiction, insanity, social unconventionality, and other deviant behavior. The course also explores differing views on the subject throughout history.

SOC 3370—Juvenile Delinquency (3)
An examination of the nature, causes, and extent of juvenile delinquency. The course also explores the various segments of the juvenile justice system, including law enforcement, juvenile court, juvenile legal rights, and correction.

SOC 3410—Corrections (3)
A study of the history and practice of probation, parole, community-based corrections, and detention facilities. Also included is a history and analysis of major correctional systems.

SOC 3420—Policing in Society (3)
An analysis of the functions, problems, history, procedures, and structure of policing administrations, also including the politics of law enforcement.

SOC 3500—Courtship and Marriage (3)
Designed to assist the student in preparation for Christian marriage. The course suggests guidelines for mate selection, identifies common problem areas in marital adjustment, and provides general information to assist students in making appropriate choices with regard to marriage and family relationships within a context of Christian values. No prerequisites.

SOC 3600—Families in Transition (3)
An examination of the unique challenges for families precipitated by movement from traditional to alternative family forms. Particular attention will be given to: (1) divorce situations with an exploration of the reasons contributing to its increase in frequency and the consequence this has had upon all family members; (2) single parent households; (3) blended families; and (4) dual career marriages.

SOC 3710—Practicum in Intercultural and Community Development Skills (3)
A field-based, experiential course designed to introduce the student to developmental skills for cross-cultural community service

or ministry. Students are also introduced to skills needed for initiating and maintaining sustainable communities. This course is offered through the HEART institute (Lake Wales, FL). Students must be pre-approved before enrolling.

SOC 4200—Advanced Family Relationships (3)
An examination of parent-child interaction and family structure emphasizing a family systems theoretical perspective. Special attention is given to what constitutes family health, family dysfunction, and varying styles of parenting. The course will also examine several approaches to family intervention.

SOC 4330—Directed Study in Sociology (1-3)
Individual study which provides opportunity for majors and minors to pursue some areas of interest in depth which are not covered in regular course work.

SOC 4350—Senior Seminar in Behavioral Science (2)
Readings, discussions, reports in interest areas, and senior projects for Behavioral Science majors concentrating in sociology. Prerequisite: Senior classification.

SOC 4400—Practicum in Criminal Justice (3)
A supervised practicum that provides the student with experience in an actual police, court, correctional or other criminal justice setting. Prerequisite: 12 hours completed in the criminology concentration.

SOC 4600—Senior Research Seminar in Social Science (3)
A senior capstone course focusing on research design and methodology in the social sciences. Research design, methods and senior projects will be individualized to the student's particular concentrations.

PSYCHOLOGY

PSY 2010—General Psychology (3)
General introduction to major areas of psychology with emphasis on the psychological bases for understanding human behavior. Prerequisite to other psychology courses except PSY 2175.

PSY 2060—Behavioral Science Statistics (3)
An introductory course in statistics with applications from education, psychology, and sociology. Topics include descriptive statistics, probability, expected value, sampling distributions, estimation, hypothesis testing of means and proportions, regression, correlation, chi square, nonparametric statistics, and an introduction to analysis of variance.

PSY 2175—Human Growth and Development (3)
A survey of development from conception to death.

PSY 3000—Introduction to Behavior Science Research & Design (3)
Designed to introduce the student to basic steps in planning behavioral science research, merits and limitations of different research designs, critical information on tests and measures, procedures for data processing and computer analysis, criteria for the evaluation of a research report, article, or thesis, and common mistakes made by students in behavioral science research. Prerequisite: PSY 2060.

PSY 3010—Educational Psychology (3)
The application of psychological principles to teaching and learning. Includes field experience in a school.

PSY 3020—Drugs and Behavior (3)
An introductory survey of the field of psychoactive drugs.

PSY 3120—Social Psychology (3)
An examination of the psychological principles which function in the social behavior of the individual and group. The impact of social groups on individual behavior and the causes and motives of social behavior are emphasized.

PSY 3200—Practicum in Psychology (1)
Practical supervised experience in a local mental health setting. Open to junior or senior Psychology and Behavioral Science majors. Graded S/U. Prerequisites: Permission of the instructor. Strongly recommended: PSY 4070, 4150.

PSY 3210—Learning and Cognition (3)
Survey of research and experiments in animal and human learning and the major theories of learning. Students also study the mental activities associated with thinking, knowing and remembering.

PSY 3300—Human Sexual Behavior and Intimate Relationships (3)
An examination of the nature and meaning of human sexuality as part of one's total personality structure and how this relates to intimate relationships. Consideration will be given to physiological, social, and cultural aspects of human sexual nature and behaviors. As such, particular attention will be given to identifying what constitutes healthy and successful sexuality within relationships.

PSY 3310—Psychology of Adjustment (3)
Study of psychological concepts and techniques that enhance one's adjustment.

PSY 3411—Introduction to the Exceptional Learner (3)
An overview of the issues related to the characteristics of the exceptional learner. Concepts of learning and classroom management in the public school are considered.

PSY 3500—Survey of Industrial and Organizational Psychology (3)
An introductory survey of readings and cases in industrial and organizational psychology with regard to the application of psychology to business and industry. Topics will include the interpersonal and organizational management systems, career and employee selection, work analysis, performance appraisal, psychological testing, training and job design, safety, work/life stress, and communication. Prerequisite: PSY 2010.

PSY 4020—Educational Tests and Measurements (2)
Examines test construction and application of evaluation principles related to K-12. Emphasis on exposure to achievement, intelligence, personality, and teacher constructed instruments. Prerequisites: EDU 2505 or 2515, EDU 2555 and admission to the Teacher Education program.

PSY 4070—Principles of Counseling (3)
Theories and techniques of personal counseling.

PSY 4110—Theories of Personality (3)
The nature of personality and major theories of personality development with Christian emphasis in interpretation.

PSY 4150—Abnormal Psychology (3)
Survey of the causes, forms and methods of treating behavior abnormalities.

PSY 4200—Introduction to Psychological Testing (3)
Exposure to various psychological testing instruments including personality, intelligence, interest, and ability. Students will participate in taking, administering, and scoring selected tests. Alternate years.

PSY 4320—Physiological Psychology (3)
Acquaints students with the physiological structures and functions that are of interest to a behavioral scientist. Alternate years.

PSY 433R—Readings in Psychology (1-3)
An advanced course in the literature of psychology designed to meet the students needs and interest. Prerequisite: Permission of the instructor.

PSY 4330—Special Problems in Psychology (1-3)
For psychology majors or minors, intensive study in areas of special interest. Prerequisite: Permission of the instructor.

PSY 4350—Senior Seminar in Psychology (2)
Readings, discussions, reports in interest areas, senior projects for Psychology majors. Prerequisite: Senior Classification. May be taken by Behavioral Science majors concentrating in Psychology.

PSY 4410—History and Systems of Psychology (3)
Survey of the history of development of modern psychology. Alternate years.

PSY 4510—Career Internship in Psychology (1-3)
Supervised field experience in mental health or research settings. Open to junior or senior psychology and behavioral science majors with departmental permission. Supervised in coordination with the Career Planning Office. (Maximum 6 hours.) Graded S/U.

SOCIAL WORK

SWK 1200—Introduction to Social Work (3)
An introduction to the profession of social work and its role within the field of social welfare. Models of generalist social work practice, history of social welfare, summaries of human behavior theories, concepts of social work research, and knowledge of at-risk client populations are introduced.

SWK 2200—Working with Individuals (3)
An introduction to the basic principles and processes needed to work with individuals. Focus is on generic problem-solving processes, including interviewing and developing relationships, used in helping people with problems in daily living. Prerequisite: permission of instructor.

SWK 2250—Introduction to Community Service (3)
Student participation in a local social welfare agency setting which includes 60 hours of volunteer service. Student learns about the work of the agency in the community and has the opportunity to learn first hand about working with different kinds of people. Classroom seminar accompanies this initial experience in the field. Arrangements with the agency must be made the preceding semester.

SWK 3200—Working with Groups and Families (3)
A course within which the foundations of social work practice with groups and families are taught. Group process and techniques are taught as they apply to working with various kinds of groups. Designed to enable the future helping professional to meet the challenge of working with groups and families. Prerequisite: permission of instructor.

SWK 3500—Social Welfare Policy (3)
A detailed study of the history of social welfare, an initiation of problem-focused analyses of current social welfare policies and programs, followed by student formulation of a policy for the future. Prerequisites: Permission of the instructor.

SWK 4200—Working with Communities and Organizations (3)
The third course in a three-semester course continuum for beginning practice in the field of social work. Theory and models of practice on a macro level, planning, and social work administration are emphasized. Macro interventions with oppressed groups are explored. Prerequisite: Permission of the instructor.

SWK 4330—Directed Study in Social Work (1-3)
Individualized study which provides opportunity for social work majors to pursue research and other interests not available in regular course work.

SWK 4400—Senior Field Practicum (9-12)
A 360- to 480-hour field practicum super-

vised by a faculty liaison and an agency-based field instructor with the M.S.W. degree. Arrangements with the agency must be made in April of preceding year. Prerequisites: For Senior Social Work Majors Only. Graded S/U.

SWK 4450—Senior Seminar in Social Work (3)
The coordinating seminar, taken concurrently with SWK 4400, Senior Field Practicum, to enable the student to synthesize practice skills acquired in the field with theories, knowledge and values learned in the classroom. Prerequisites: For Senior Social Work Majors Only.

ANTHROPOLOGY

ATH 3010—Introduction to Anthropology (3)
A study of the meaning of culture, the diversity of cultures in both the contemporary world and the past, and the manner by which cultures have adapted and developed. Attention will be given to the work of anthropological theorists and to the four subdivisions of anthropology: cultural anthropology, physical anthropology, linguistics and archaeology.

School of Business and Management

FACULTY

JAMES T. HIATT, Dean, School of Business and Management; Coordinator, Department of Business Administration; Professor of Business, 1983—
B.S., Trevecca Nazarene University, 1976; J. D., University of Tennessee, 1979; M.B.A., Middle Tennessee State University, 1991.

J. MICHAEL CLYBURN, Chair, Division of Management and Adult Studies; Professor of Management, 1988—1992, 2000—
B.A., Trevecca Nazarene University, 1976; M.A., Middle Tennessee State University, 1980; Ed.D., University of Tennessee, 1990.

JAMES E. AGEE, III, Assistant Professor of Business, 2000—
B.B.A., Eastern Nazarene College, 1994; Ph.D., University at Albany, 2000.

RANDALL L. KINNERSLEY, Professor of Accounting and Finance, 2001—
B.S., Olivet Nazarene University, 1977; M.B.A., Eastern Illinois University, 1985; M.A.S., University of Illinois, 1989; Ph.D., Texas Tech University, 1977.

ALAN L. MATTHEWS, Professor of Computer Information Systems, 1988—
B.S., Bethany Nazarene College, 1972; M.B.A., Central State University, 1975; Ph.D., Nova University, 1990.

MARY ANN MEINERS, Professor of Economics, 1990—
B.S.F.S., Georgetown University, 1975; Ph.D., Vanderbilt University, 1988.

MARY E. PHILLIPS, Associate Professor of Business, 1988—(on leave)
B.Mus., Texas Tech University, 1970; M.Mus., Eastman School of Music of the University of Rochester, 1971; C.P.A., Tennessee; M.B.A., Middle Tennessee State University, 1993; Ph.D. Candidate, University of Kentucky, on leave, 2000—2003.

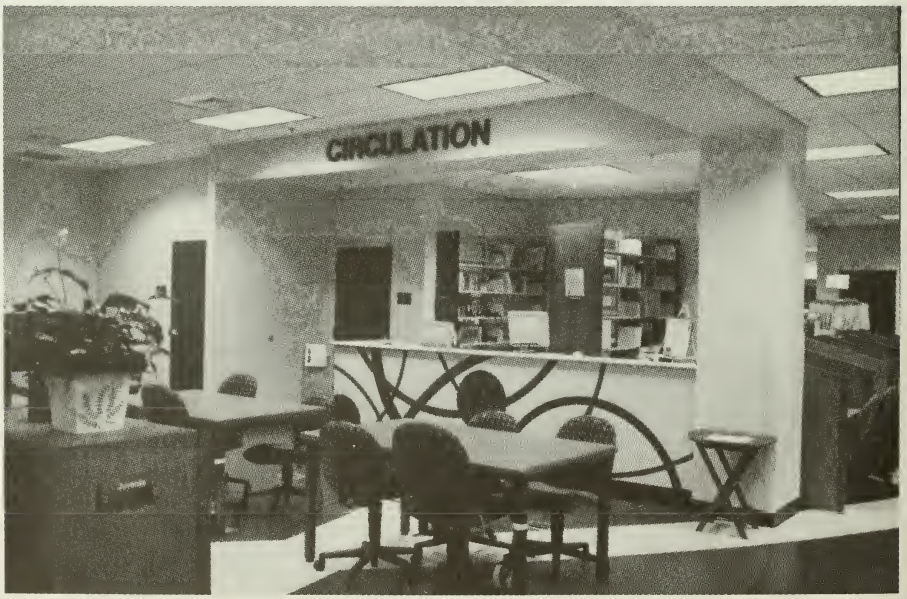
RUTH REYNARD, Director, Instructional Technology; Assistant Professor of Computer Information Systems, 2000—
B.A., Queen's University, 1982; M.Ed., Ontario Institute for Studies in Education/University of Toronto, 1996.

GREGORY P. RUNYAN, Associate Professor of Business, 1987—
B.S., Trevecca Nazarene University, 1979; C.M.A., C.F.M., C.P.A., Tennessee; M.B.A., Tennessee State University, 1989.

School of Business and Management

The School of Business and Management includes the Department of Business Administration, and under the Division of Management and Adult Studies, the Department of Management and Human Relations, and the Graduate Management Program. A bachelor of Business Administration degree with concentrations in accounting, computer information systems, music business, marketing, and management is offered for traditional students. Non-traditional baccalaureate and master's degree programs in management are offered for working adult students.

The purpose of the School of Business and Management is to enable students to develop strong competencies in their chosen career fields, thereby preparing them to make positive contributions to their profession and society. Programs focus on fulfilling the mission of the University by seeking to develop business leaders and managers who understand and appreciate Christ's call to servanthood as the foundation of effective leadership.



Department of Business Administration

ADMINISTRATOR

JAMES T. HIATT, Dean, School of Business and Management; Coordinator, Department of Business Administration; Professor of Business, 1983—
B.S., Trevecca Nazarene University, 1976; J. D., University of Tennessee, 1979; M.B.A., Middle Tennessee State University, 1991.

Department of Business Administration

The Department of Business Administration offers programs for students planning careers in virtually all business or business related occupations. All baccalaureate candidates participate in a common core curriculum that includes foundational courses in accounting, computer applications, economics, finance, law, management, marketing, and statistics. The core also contains an international component and emphasizes Christian values and ethical behavior throughout.

In addition to the business core, each student is required to specialize in a particular field of study. The five possible areas of concentration are accounting, computer information systems, music business, marketing, and management. Graduates receive a Bachelor of Business Administration (B.B.A.) degree indicating the chosen area of concentration. The B.B.A. is generally considered to be the equivalent of a double major in Business Administration and the area of concentration.

The Accounting Concentration provides training for professional opportunities in both public and private accounting as well as governmental and not-for-profit organizations. Students preparing for the C.P.A. examination should consult with a member of the Accounting faculty to ensure the meeting of licensing requirements in the states where they wish to practice.

The Concentration in Computer Information Systems offers training in programming languages and in the design and management of modern information systems. Possible career options include computer programmer, systems analyst, and information systems manager.

A student wishing to pursue opportunities in the music industry in a nonperformance capacity should strongly consider the Concentration in Music Business. Course work is designed to acquaint the student with the music industry and includes instruction in music publishing, concert management, studio production, music merchandising, and public relations.

Companies are constantly looking for motivated people to help them sell their products as well as to keep their customers happy and informed. The Concentration in Marketing is designed to prepare students to meet these demands by emphasizing principles of good communication, including basic sales techniques, advertising strategies, and the art of providing quality customer service.

The Management Concentration prepares students for a variety of opportunities in the management of enterprises. Career choices range from small entrepreneurial ventures to positions with Fortune 500 companies and from generalist roles to specializations such as operations management, human resources management, and quality management.

The department offers an Associate of Science (A.S.) degree in Microcomputer Applications. Seven minor fields of study are available, and two unique summer sales internship programs round out the department's offerings.

Mission and Objectives:

The purpose of the Department of Business Administration is to prepare each student for excellence in business to glorify God through stewardship, leadership, and service. In order to carry out this purpose, the following departmental goal/value statements have been adopted:

1. To provide holistic education by encouraging spiritual, intellectual, and emotional growth in our students.

2. To create agents of change by teaching ethics based on Christian values, responsible leadership, and business competence.
3. To promote stewardship of all God's gifts including time, talents, and resources.
4. To mentor students through close relationships with faculty, exemplary life of faculty, and community with other believers.
5. To achieve excellent outcomes of Christian service in job placement, professional certification, and graduate school placement.

B.B.A. Bachelor of Business Administration

General Education Courses **56 hours**

Foundations Tier—21 hours

ENG 1020 English Composition (3)
ENG 1080 Critical Reading, Writing, and Thinking (3)
COM 1010 Speech Communications (3)
MAT 1055 College Algegra (4)
CIS 2000 Microcomputer Applications (3)*
BUS 2010 Financial Stewardship (2)
Health and Fitness—3 hours
HEP 1000 Health and Fitness (1)
Activity (1)
Activity (1)
Varsity athletics do not count toward this requirement.
Foreign Language (3)

Human Sciences Tier– 3 hours
Institutional Choice
ECO 2000 – Principles of Macroeconomics*
Behavioral Choice: (Choose one)
PSY 2010 — General Psychology,
SOC 2010 – General Sociology,
COM 2010 – Interpersonal Communications

Natural Sciences Tier– 8 hours
Life Science Choice: (Choose one)
SCI 1500 – Life Science,
SCI 2000 – Introduction to Environmental Science,
BIO 1510 – General Biology I
Physical Science Choice: (Choose one)
SCI 1600 – Physical Science,
SCI 2510 – Earth and Space Science,
CHE 1010 – Principles of Inorganic and Organic Chemistry,
CHE 1040 – General Chemistry I,
PHY 2000 – Physical Geology,
PHY 2110 – General Physics I

Contexts Tier – 21 hours
REL 2000 – Introduction to Biblical Faith (3)
World Civilization – 3 hours (Choose one)
HIS 1400 – World Civilization I
HIS 1450 – World Civilization II

ENG 2000 – World Literature (3)
MUS 1500 – Fine Arts (3)
Philosophy – 3 hours (Choose one)
PHL 2010 – Introduction to Philosophy
PHL 3070 – Ethics
REL 3000 – Christian Tradition (3)
REL 4000 – Christian Life and Ministry (3)

General Elective – 3 hours

Cannot be required in any major, minor, or professional core even if total number of hours exceeds the required 128.

*CIS 2000 and ECO 2000 are counted in major.

Business Administration Core Courses			**36 hours**
ACT	2210/2220	Principles of Accounting	(6)
ECO	2000/2010	Principles of Economics	(6)
ECO	3070	The Global Economy	(3)
CIS	2000	Microcomputer Applications	(3)
MKT	3100	Principles of Marketing	(3)
BUS	3020	Statistics for Business I	(3)
BUS	3030	Principles of Management and Organizational Behavior	(3)
BUS	4030	Business Finance	(3)
BUS	4040	Business Law I	(3)
BUS	4110	Business Policies	(3)

Areas of Concentration

Accounting			**27 hours**
ACT	3240/3250	Intermediate Accounting	(6)
ACT	3300	Advanced Accounting	(3)
ACT	3350	System Design and Auditing	(3)
ACT	4100	Tax Accounting	(3)
ACT	4110	Cost Accounting	(3)
ACT	4150	Non-Profit/Governmental Accounting	(3)
ACT	4300	Accounting Theory	(3)
BUS	4050	Business Law II	(3)

General electives to total 128 **9 hours**

Total for the B.B.A. in Accounting **128 hours***

Computer Information Systems			**27 hours**
CIS	2145	Structured Programming	(3)
CIS	2250	"C++" Language Programming	(3)
CIS	2400	Cobol Programming	(3)
CIS	2700	Object Oriented Programming Using Visual Basic™	(3)
CIS	3100	Systems Analysis and Design	(3)
CIS	3300	Database Techniques	(3)
CIS	3310	Database Development	(3)
CIS	4300	Special Problems in Systems Development	(3)
CIS		Elective in CIS	(3)

General electives to total 128 **9 hours**

Total for the B.B.A. in C.I.S 128 hours*

Music Business **27 hours**

BUS	4050	Business Law II	(3)
MUB	1100	Survey of Music Business I	(3)
MUB	1110	Survey of Music Business II	(3)
MUB	1150	Survey Practicum in Music Business	(1)
MUB	1700	Copyright Law	(3)
MUB	1720	Field Experience in Music Business	(1)
MUB	1050	Introduction to Recording Studio	(2)
MUB	4510	Music Business Internship	(4)
Electives in Music (MUS)			(3)
Electives in Music Business (MUB)			(2)
Electives in Music, Accounting, Business Administration, Computer Information Systems, Economics, Music Business, or Marketing			(3)

General electives to total 128 **9 hours**

Total for the B.B.A. in Music Business **128 hours***

Management

Required **18 hours**

CIS	2110	Electronic Spreadsheets	(3)
BUS	3040	Human Resources Management	(3)
BUS	3050	Total Quality Management	(3)
BUS	3500	Production and Operations Management	(3)
BUS	4050	Business Law II	(3)
BUS	2250	Business Communications	(3)

Choose 1 of the following: **3 hours**

BUS	4510	Career Internship in Business Administration	(3)
BUS	4330	Special Problem in Business Administration	(3)

Choose 2 of the following: **6 hours**

BUS	1150	Introduction to Business**	(3)
BUS	3025	Statistics for Business II	(3)
COM	3230	Human Relations in Organizations	(3)
ECO	3260	Managerial Economics	(3)
PSY	3500	Industrial and Organizational Psychology	(3)
ACT	4110	Cost Accounting	(3)
COM	4560	Leadership in Christian Organization	(3)
MKT		Marketing Course	(3)

Total Required **27 hours**

General Electives to total 128 **9 hours**

Total for B.B.A. in Management **128 hours**

Marketing

Required **18 hours**

BUS	3050	Total Quality Management	(3)
MKT	3150	Sales Fundamentals	(3)
MKT	3200	Sales Management	(3)
MKT	3220	Advertising Management	(3)
BUS	4050	Business Law II	(3)
BUS	2250	Business Communications	(3)

Choose 1 of the following:			**3 hours**
BUS	4330	Special Problems in Marketing	(3)
BUS	4510	Career Internship in Marketing	(3)
Choose 2 of the following:			**6 hours**
BUS	1150	Introduction to Business**	(3)
CIS	2110	Electronic Spreadsheets	(3)
BUS	3025	Statistics for Business II	(3)
MKT	3260	Retail Management	(3)
COM	3000	Principles of Public Relations	(3)
COM	3600	Broadcast Advertising and Sales	(3)
COM	4010	Station Management and Promotion	(3)
Total Required			**27 hours**
General Electives to total 128			**9 hours**
Total for B.B.A. in Marketing			**128 hours**

*A minor field of study is not required for any B.B.A. degree.
** BUS 1150 Introduction to Business may be taken in the freshman or sophomore years only.

Departmental Minors

Accounting			**15 hours**
ACT	2210/2220	Principles of Accounting	(6)
Electives in Accounting (3000 level and above)			(9)
Business Administration			**18 hours**
ACT	2210	Principles of Accounting I	(3)
ECO	2010	Principles of Macroeconomics	(3)
BUS	3030	Principles of Management and Organizational Behavior	(3)
MKT	3100	Principles of Marketing	(3)
Electives in BUS, CIS, ECO, or MKT			(6)
Computer Information Systems			**15 hours**
CIS	2000	Microcomputer Applications	(3)
CIS	2145	Structured Programming	(3)
CIS	2250	C++ Programming	(3)
CIS	2400	Cobol Programming	(3)
CIS	3100	Systems Analysis and Design	(3)
Economics			**15 hours**
A total of 15 hours in Economics (ECO)			
Economics/Finance			**18 hours**
ECO	2000/2010	Principles of Economics	(6)
ACT	2210/2220	Principles of Accounting	(6)
BUS	4030	Business Finance	(3)
BUS	3400	Investments	
		or	
BUS	3500	Production and Operations Management	
		or	

ECO	3260	Managerial Economics	(3)

Marketing **15 hours**

A total of 15 hours in Marketing (MKT)

Microcomputer Applications **15 hours**

CIS	2000	Microcomputer Applications	(3)
CIS	2110	Electronic Spreadsheets	(3)
CIS	2120	Microcomputer Database Applications	(3)
CIS	2130	Word Processing	(3)
CIS	2140	Desktop Publishing	
		or	
ACT	2250	Microcomputer Accounting Applications	(3)

A.S. Degree in Microcomputer Applications (Two-Year Program)

Students who cannot devote four years to a degree program may register for the Associate of Science degree. This two-year program is sufficiently flexible to enable a student to complete the requirements for a Bachelor of Business Administration degree at a later date.

The Associate of Science degree will be granted to students who meet the general requirements of Trevecca Nazarene University, the specific requirements for this section, and complete one of the prescribed two-year curricula as outlined.

General Requirements

Students must present a minimum of 64 credit hours with an average grade of C or above. Grades of C or above must be earned in all courses in the student's major.

Sixteen of the last 32 hours required for the degree must be registered for and carried in residence at Trevecca Nazarene University.

General Education Core Requirements **23 hours**

ENG	1020	English Composition	(3)
ENG	1080	Critical Reading, Writing, and Thinking	(3)
MAT	1055	College Algebra	(4)
SCI	1500	Life Science	
		or	
SCI	1600	Physical Science	(4)
HIS	1400	World Civilization I	
		or	
HIS	1450	World Civilization II	(3)
REL	2000	Introduction to Biblical Faith	(3)
REL	3000	Christian Tradition	(3)

Major **33 hours**

ACT	2210/2220	Principles of Accounting I and II	(6)
ECO	2010	Principles of Microeconomics	(3)
CIS	2000	Microcomputer Applications	(3)
CIS	2110	Electronic Spreadsheets	(3)
CIS	2120	Microcomputer Database Applications	(3)

CIS	2130	Word Processing	(3)
BUS	3030	Principles of Management and Organizational Behavior	(3)
Choose one of the following:			(3)
CIS	2140	Desktop Publishing (3)	
ACT	2250	Microcomputer Accounting Applications (3)	
Electives in BUS, ECO, CIS, or MKT			(6)

General Electives **8 hours**

Total **64 hours**

Business Foundation Courses

Introduction to Business (BUS 1150) is a survey course open to all majors. It may be taken by B.B.A. candidates in their freshman or sophomore years only.

Principles of Accounting courses (Accounting 2210–2220) and Principles of Economics courses (Economics 2000–2010) are foundation courses and generally prerequisites for all other business courses. Therefore, these courses should be taken during the student's freshman and sophomore years.

Business Course Descriptions

ECONOMICS

ECO 2000—Principles Macroeconomics (3)
An introduction to the study of macroeconomics with an emphasis on the issues of inflation, unemployment and growth. Prerequisite to all advanced courses in the department except as noted.

ECO 2010-Principles of Microeconomics (3)
An introduction to the study of microeconomics with an emphasis on the individual actors, consumers, households, firms and resource owners. Prerequisite to all advanced courses in the department except as noted.

ECO 2020—Money and Banking (3)
An introduction to financial markets, instruments, and institutions. Analyzes the economic role of money, credit, interest rates, financial intermediaries, and monetary policy. Examines recent changes and controversies within the financial services industry. Offered alternate years. Prerequisite: ECO 2000.

ECO 3070—The Global Economy (3)
Compares contemporary economies. Explores the institutions, organizations and policies that shape the global economic environment. Includes an evaluation of current policy concerns. Prerequisites: ECO 2000 or 2010.

ECO 3090—Labor Relations (3)
Analyzes labor markets, the behavior of workers, employers and unions and the negotiation and administration of collective bargaining agreements. Prerequisite: ECO 2010.

ECO 3250—National Income (3)
Intermediate economic theory concerned with macroeconomics—national income accounts, factors affecting levels of economic activity, inflation, stabilization and economic growth. Offered alternate years. Prerequisites: ECO 2000, 2010. Also recommended MAT 1055 and BUS 3020.

ECO 3260—Managerial Economics (3)
This course is an application of economic

theory and techniques to decision-making problems faced by private, public, and not-for-profit institutions. Focuses on the efficient allocation of resources under both perfectly competitive and imperfectly competitive market situations. Offered alternate years. Prerequisites: ECO 2000, 2010. Also recommended: MAT 1055 and BUS 3020.

ECO 4330—Special Problems in Economics (1-3)

Self-study courses under faculty direction in areas of economics of special interest to students and not currently available in class. Including economic development, comparative economic systems, history of economic thought. Prerequisites: ECO 2000, 2010.

BUSINESS ADMINISTRATION

BUS 1150—Introduction to Business (3)

A general explanatory and orientation course in the business area. The course is designed as an introduction to all other business courses. No prerequisites.

BUS 2010—Financial Stewardship (2)

Provides the student with a basic understanding of his or her economic environment and the basic principles and tools of personal financial management. Emphasis will be placed on personal financial planning, including budgeting, managing personal debt, insurance, taxes, investments, real estate, retirement planning, and estate planning. When possible, topics will be analyzed and discussed from a Christian perspective.

BUS 2250—Business Communication (3)

This course focuses on the development of the communication skills necessary for effective management. Interpersonal, small group, and organizational communications are considered. Both written and oral communication skills are emphasized. Offered alternate years. Prerequisite: CIS 2000.

BUS 3020—Statistics for Business and Economics I (3)

An introduction to statistical tools in the context of managerial and economic decision making. Topics include classification and tabulation of data, tables and charts, descriptive summary measure, and frequency distributions. Correlation, linear regression, and process control charts are introduced. Prerequisite: MAT 1055.

BUS 3025—Statistics for Business and Economics II (3)

A development of more advanced methods of statistical analysis, including statistical inference, tests of hypotheses, analysis of variance, multiple regression, time series analysis, and attribute and variable process control charts. Offered alternate years. Prerequisite: BUS 3020.

BUS 3030—Principles of Management and Organizational Behavior (3)

A study of generally accepted management principles emphasizing the four primary management functions of planning, organizing, influencing, and controlling. Special emphasis is placed on leadership, motivational theories, culture, values, teams and groups, organizational communication, and organizational change. No prerequisite; ECO 2000, ECO 2010 and ACT 2220 recommended.

BUS 3040—Human Resources Management (3)

Emphasizes the role of human resources management in an effective organization. Topics include personnel planning, recruitment, selection, training, and performance appraisal, among others. Alternate years.

BUS 3050—Total Quality Management (3)

A study of the foundational principles of the Total Quality Management movement teaching the basic concepts of process management, customer/supplier relationships, systems thinking, and basic tools for statistical process control. Works of the leading thinkers in the area will be considered.

Prerequisites: none; BUS 3030 recommended.

BUS 3400—Investments (3)
An introduction to investing covering the characteristics of stocks and bonds, security markets, security analysis, and investment programs. A stock market simulation is utilized.

BUS 3500—Production and Operations Management (3)
Management of production systems with emphasis on the production process system inputs, transformations, system outputs, and techniques for decision making. Prerequisite: BUS 3030; BUS 3020 recommended. Alternate years.

BUS 4030—Business Finance (3)
An introduction to the principles of financial management including financial planning, forecasting, capital budgeting, sources and costs of capital, capitalization, financial instruments, mergers, reorganizations, liquidations, and financial statement analysis and interpretation. Prerequisite: MAT 1055, ACT 2220; ECO 2010 recommended.

BUS 4040—Business Law 1 (3)
Basic principles of law covering the development and nature of the legal system, constitutional authority to regulate business, torts and product liability, business crimes, contracts, sales, and negotiable instruments. Prerequisite: ACT 2220 and BUS 3030 recommended.

BUS 4050—Business Law II (3)
Basic principles of law covering secured transactions and other creditor's rights, bankruptcy, agency, employment and labor relations, business organizations, antitrust and other government regulation, personal property, bailments, real property, insurance, wills, trusts, and estates. Prerequisite: ACT 2220 and BUS 3030 recommended.

BUS 4060—Real Estate (3)
Fundamentals of real estate including property rights, development, zoning leasing and property management, valuation, ownership financing, taxation and brokerage (alternate years).

BUS 4110—Business Policies (3)
A systematic approach to company-wide problems; the structure of deciding integrated policies and the administrative processes that are necessary to carry out policies. Senior Business Administration majors only.

BUS 4330—Special Problems in Business Administration (1-3)
Special problems of business administration are analyzed with the view of developing a practical solution. Prerequisite: BUS 3030.

BUS 4510—Career Internship in Business Administration (1-3)
Business Administration service laboratory (on-the-job experience) under faculty supervision. Prerequisite: BUS 3030. Supervision coordinated with Career Planning Office. (Maximum of six hours). Graded S/U.

MARKETING

MKT 3100—Principles of Marketing (3)
Business activities in moving goods from production to final consumption. Prerequisite: ECO 2010 recommended but not required.

MKT 3150—Sales Fundamentals (3)
Introduces the basic principles of sales success, sales theory, sales techniques, and role playing. The history of selling is emphasized along with the sales person's role in today's society. The course applies communication theory and principles to the sales situation. No prerequisites.

MKT 3200—Sales Management (3)
Organization of the sales department, sales planning and forecasting quotas, territories performance standards, and analysis and control of distribution cost. Prerequisite: 3100 or MKT 3150; BUS 3030 recommended.

MKT 3210—Seminar: Sales Training (3)
A study is made of the most effective ways of training salespersons. The student is taught responsibilities of a sales trainer and fulfills this role through interaction with sales training programs. This advanced course in sales training is intended for students with a relatively strong background in sales training and management. Summer only.

MKT 3220—Advertising Management (3)
Advertising as a function of marketing and merchandising; uses and limitations of advertising as a tool of management; fundamentals in getting a finished advertisement before potential customers; media selection; evaluation criticism and control of advertising. Prerequisite: MKT 3100; BUS 3030 recommended.

MKT 3240—Purchasing (3)
Purchasing organization, procedures, and policies, market relationships; selection of merchandise and sources of supply; vendor relations and negotiating and pricing; procurement practices in industry.
Prerequisite: MKT 3100; BUS 3030 recommended.

MKT 3260—Retail Management (3)
Managerial problems and policies concerning financing, location, organization structure, merchandise policies, advertising and sales promotion, personnel management, operating and service policies, accounting and control, and other retailing management problems. Prerequisite: MKT 3100; BUS 3030 recommended.

MKT 4330—Special Problems in Marketing (1-3)
Critical review of the development of retailing thought and important retailing literature. Special and current problems and/or trends in retailing and their impact on the firms and society. Prerequisite: MKT 3100.

MKT 4510—Career Internship in Marketing (1-3)
Marketing Service Laboratory (on-the-job experience) under faculty direction. Supervision coordinated with the Career Planning Office. Prerequisite: minimum of six credits completed in marketing courses. Maximum of six hours. Graded S/U.

ACCOUNTING

ACT 2000—Accounting Fundamentals: A User's Perspective (3)
Accounting fundamentals will be presented from a user perspective. This course will focus on teaching the student to learn how to read, interpret, and analyze financial statements for future business decision making. The user perspective focuses on external users over preparers, by emphasizing the concepts and minimizing the procedures. This course is designed primarily for non-business majors and may not be used to fulfill any business requirement (business core or concentration) for a B.B.A. degree. No prerequisites.

ACT 2210-2220—Principles of Accounting I & II (3), (3)
Accounting principles and practices as applied to sole proprietorships, partnerships, and corporations. Prerequisite to all other accounting courses unless otherwise indicated.

ACT 2250—Microcomputer Accounting Applications (3)
An introduction to computerized accounting systems providing hands-on experience with major accounting systems commonly found in computerized accounting including: general ledger, accounts receivable, accounts payable, financial statement analysis, depreciation, inventory, and payroll systems. Prerequisites: ACT 2220 and CIS 2000 or CIS 2110.

ACT 3000—Internal Auditing (3)
A study of the internal audit process including internal control evaluation, testing, reporting, and follow-up. Emphasis will be on operational, performance, and

compliance auditing through case studies. Prerequisites: none; recommended junior level classification.

ACT 3240-3250—Intermediate Accounting I & II (3), (3)
Accounting theory and problems including accountants' working papers, preparation and analysis of financial statements, inventory procedures, asset valuation, liabilities and ownership interest. Prerequisite: ACT 2220.

ACT 3300—Advanced Accounting (3)
Advanced problems in partnerships, branch accounting, consolidations, bankruptcy, international accounting, and estates and trusts. Prerequisite: ACT 3250.

ACT 3350—System Design and Auditing (3)
The design of accounting systems is considered from the point of view of the operating information and control needed by management, with reference to the records, procedures, and machines commonly used in such systems. Such information is related to independent audit examinations, which rely heavily on the client's procedures and system of internal control. Alternate years. Prerequisite: ACT 2220.

ACT 4100—Tax Accounting (3)
Income tax accounting with emphasis on personal and small business procedures Alternate years. Prerequisite: ACT 2220.

ACT 4105—Federal Tax Practice (3)
Advanced problems of federal tax practice such as the tax statement of partnerships, estates, trusts, corporate organizations, foreign income and gifts, use of tax services: assessment, collection and refund procedures. Prerequisite: ACT 4100.

ACT 4110—Cost Accounting (3)
A study of accounting for manufacturing concerns and service organizations in order to collect, organize, process, and report economic data for the use of decision makers. Traditional job costing, process costing, and standard costing systems are presented as well as new measurement systems such as quality costing, activity-based costing, backflush costing, and nonfinancial performance measures. Alternate years. Prerequisite: ACT 2220.

ACT 4150—Non-Profit/ Governmental Accounting (3)
A study of fund accounting as it applies to governmental accounting, health-care organizations, colleges and universities, and other non-profit organizations; preparation and analysis of comprehensive annual financial reports. Alternate years. Prerequisite: ACT 2220.

ACT 4300—Accounting Theory (3)
A study of the content and theory of the pronouncements of the Financial Accounting Standards Board and other pronouncements which constitute Generally Accepted Accounting Principles (GAAP). Emphasis will be on case studies to enhance skills in application and judgment as well as communication. Prerequisite: ACT 3250.

ACT 4330—CPA Problems (3)
Semiannual CPA examination problems of the American Institute of Certified Public Accountants are analyzed. Directed study. Prerequisite: Must be a senior with consent of instructor.

ACT 4510—Career Internship in Accounting (1-3)
Accounting service laboratory (on-the-job experience) under faculty direction. Supervision coordinated with the Career Planning Office. Prerequisite: minimum of six credits completed in ACT courses. Maximum of six hours. Graded S/U.

COMPUTER INFORMATION SYSTEMS

CIS 1000—Keyboarding (1)
Designed to teach basic alphabetic keyboard and ten-key numeric keyboarding skills using the Personal Computer (PC). The touch method of typing, and the ten-key touch method will be taught with some

work in speed development. The primary goal is to help students gain touchkeying skills within a limited time to more efficiently use computer terminals, word processors and other keyboards.

CIS 1500—Computer Literacy (2)
Computer fundamentals for non-business majors. The approach of the course will be on the use of computers as communication tools including heavy emphasis on word-processing applications and an introduction to electronic mail. Windows, and network environments will be utilized. Additional software packages, such as electronic spreadsheets and database programs, will be demonstrated. Prerequisites: CIS 1000 or permission of the instructor; CIS 1000 may be taken along with CIS 1500.

CIS 2000—Microcomputer Applications (3)
An introduction to computing providing hands-on experience using commercial software packages for business applications using the Personal Computer (PC). Topics include microcomputer system components, keyboarding, word processing, spreadsheets, business graphics, desktop publishing and records management. Prerequisite: CIS 1000 or permission of the instructor; CIS 1000 may be taken along with CIS 2000.

CIS 2050—Presentation Applications (1)
Using presentation software, skills needed to develop traditional slide shows, on-screen presentations, 35 MM slides, color overheads, and black and white overheads will be taught. Integration of multimedia objects such as sound, music, or video clips into the presentations will be included.

CIS 2110—Electronic Spreadsheets (3)
Introduction to electronic spreadsheet software. Covers all basic skills as well as the more advanced functions that are necessary in the workplace. Prerequisites: CIS 2000 or permission of the instructor.

CIS 2120—Microcomputer Database Applications (3)
This course emphasizes software design and programming in a microcomputer environment using a relational database, and a query language (SQL) to build menu driven applications. Prerequisite: CIS 2000 or permission of instructor.

CIS 2130—Word Processing (3)
Principles and applications of efficiently processing, editing, and printing text using a microcomputer. Prerequisite: CIS 1000 or permission of the instructor; CIS 2000 recommended.

CIS 2140—Desktop Publishing (3)
Provides training in desktop publishing concepts and hands-on experience using computers, laser printers, and current desktop publishing software. Prerequisite: CIS 2000; CIS 2130 recommended.

CIS 2145—Structured Programming (3)
A foundation course for the beginning programmer. Structured programming concepts are developed through programming assignments in a high level language. The program development process (including Object Oriented Programming development methods), top-down design, stepwise refinement, as well as the analysis of algorithms and data structures will be used to develop sound problem-solving techniques.

CIS 2250—"C++" Language Programming (3)
Development of computer programming skills using the "C++" Language in a microcomputer environment with an emphasis on modular/structured programming techniques. Prerequisites: CIS 2000.

CIS 2400—Cobol Programming (3)
The study of the design, coding, and testing of computer programs in the COBOL language. Prerequisite: CIS 2000.

CIS 2600—Fundamentals of Data Communications (3)
Explores concepts of data communications,

with emphasis on both the managerial issues as well as the supporting technical knowledge needed to plan and manage today's communications systems.

CIS 2700—Object-Oriented Programming Using Visual Basic™ (3)
A broad introduction to the field of Object-Oriented Programming (OOP), working specifically with Visual Basic™. The course examines the ideas/concepts of Object-Oriented software construction as well as design and programming techniques. The OOP paradigm will be used and contrasted with procedural programming. Students will complete several projects using Visual Basic. Pre-requisite: CIS 2145.

CIS 2900—Programming for Internet Applications (3)
Development of computer programming skills using languages such as Java and Javascript in a microcomputer environment with emphasis on object orientated programming directed toward Internet applications and programming techniques. Prerequisite: SCI 2100 or CIS 2000. Cross-listed as PHY 2900.

CIS 3100—Systems Analysis and Design (3)
Basic principles and methods of systems analysis, design, and implementation. Prerequisite: CIS 2400.

CIS 3300—Database Techniques (3)
Fundamental CIS concepts: conventional data systems, integrated management information systems, database structure systems, data integration, complex file structure, online access systems. Emphasis on total integrated information systems database and database management languages. Prerequisite: CIS 2145.

CIS 3310—Database Development (3)
An advanced course in Database Management Systems (DBMS) with a specific focus in database development using the concepts, techniques learned in CIS 3300 with a semester-long emphasis on developing a working database project using modern DBMS tool(s) e.g. Oracle, Sybase, Advanced Access, or other sophisticated DBMS tools available to the University.

CIS 4300—Special Problems in Systems Development (3)
Practical experience in the management, analysis, design, programming, and implementation of a data processing system. Prerequisites: CIS 2400, 3100.

CIS 4330—Special Problems in Computer Applications (1-3)
Specialized computer applications are studied in order to allow students to select and develop their own areas of expertise.

CIS 4510—Career Internship in Computer Information Systems (1-3)
Computer Information Systems service laboratory (on-the-job experience) under faculty direction. Supervision coordinated with the Career Planning Office. Prerequisite: minimum of six credits completed in CIS courses including at least 3 credits in a programming language. Maximum of six hours. Graded S/U.

THE SOUTHWESTERN AND THOMAS NELSON (VARSITY DIVISION) INTERNSHIP PROGRAMS

In cooperation with two Nashville based publishing companies, Southwestern and Thomas Nelson, the Business Department offers three separate summer sales internships. The initial week of each internship involves fifty hours of instruction in sales and sales management. This is followed by a field experience of 10-12 weeks. Each student is evaluated by a designated professor from Trevecca with assistance of personnel from the appropriate company. The course grade and three semester hours of credit is awarded by Trevecca Nazarene University.

Division of Management and Adult Studies

ADMINISTRATOR

J. MICHAEL CLYBURN, Chair, Division of Management and Adult Studies; Coordinator, Department of Management of Human Relations; Director, Graduate Management Program

Division of Management and Adult Studies

The Division of Management and Adult Studies provides undergraduate and graduate liberal arts based, interdisciplinary programs from a Christian perspective that are designed to meet the developmental, academic, spiritual, and career needs of adult learners. Undergraduate programs and concentrations have a major emphasis in general management and human relations skills building. Graduate programs and concentrations present a major focus in the areas of management, leadership, quality, and organizational excellence. The division is committed to offering mission-driven campus and off-campus academic programs for adult learners in partnership with other University divisions and departments and community colleges in Tennessee. Adult learners who pursue division programs will experience comprehensive student support, responsive personnel, engaging classroom instruction, program coherence, content applicability, and andragogical curricular design and methodology.

Department of Management and Human Relations

ADMINISTRATORS

J. MICHAEL CLYBURN, Chair, Division of Management and Adult Studies; Coordinator, Department of Management and Human Relations; Professor of Management, 1988—1992, 2000—
B.A., Trevecca Nazarene University, 1976; M.A., Middle Tennessee State University, 1980; Ed.D., University of Tennessee, 1990.

GLENDA M. RIES, Assistant MHR/MAOM Director for Marketing and Recruitment, 1998—
B.S., Trevecca Nazarene University, 1995.

CAROLYN C. SMITH, Assistant Director for Admissions and Administration, 1972—
B.A., Asbury College, 1964; M.A., University of Kentucky, 1969.

JUDY A. FRAZIER, Assessment Counselor, 1994—
B.A., Asbury College, 1976.

B.A. IN MANAGEMENT AND HUMAN RELATIONS

The B.A. in Management and Human Relations is an evening program designed for adult learners 23 years or older. Students meet one night a week in an accelerated format in which courses are taken one at a time in an integrated sequence.The major, which is interdisciplinary and social science based, consists of 28 semester hours of course work and a 6-semester-hour applied research project. Sixty-two (62) semester hours of college work are required for entry into the program. Of the 62 hours, 30 hours must meet specific general education criteria. Thirty-two hours of the 128 semester hours required for graduation may be earned through prior learning credit and/or additional college course work.

A. Faith and Learning Objectives

1. To understand the major teachings of the Scripture from a Christian perspective.
2. To identify the major themes emerging from the historic action of God toward mankind.
3. To understand the central role of Jesus Christ within the historical setting of the Bible.
4. To identify the major theories of human nature and moral development.
5. To identify the major value systems and explore a personal philosophy of life.
6. To articulate a personal value system within the context of career and educational experiences.

B. Social and Group Processes Objectives

1. To identify group process methods and skills.
2. To demonstrate problem-solving and decision-making concepts as a group dynamic.

C. Academic Skills Objectives

1. To identify adult learning styles and adult growth patterns.
2. To develop writing skills utilized in research and business.
3. To identify major motivational theories within the context of organizational systems.
4. To understand and utilize the process of the scientific method and consequent research design.
5. To identify and utilize library resources.
6. To understand the concepts of systems and systems analysis.
7. To examine the components of interpersonal relationships.
8. To understand the role, development and organization of the personnel function.
9. To identify major leadership styles.
10. To identify and examine a personal system of leadership behavior.

Entrance requirement			62 hours

Specific entrance requirements are stated in the MHR Catalog.

Major in Management and Human Relations			34 hours
MHR	2000	Adult Development and Life Planning	(3)
MHR	3030	Group and Organizational Behavior	(3)
MHR	4410	Systems Management	(3)
MHR	4520	Project Thesis—Part I	(3)
MHR	3040	Statistical Methods and Research	(3)
MHR	2010	Biblical Perspectives	(3)
MHR	3010	Effective Interpersonal Relations	(3)
MHR	4420	Human Resources Management	(3)
MHR	4521	Project Thesis—Part II	(2)
MHR	4430	Principles of Management and Supervision	(4)
MHR	4510	Values: Personal and Social	(3)
MHR	4522	Project Thesis—Part III	(1)
Prior Learning and/or Additional Course Work			32 hours
Total			128 hours

Concentration in General Business

This concentration in General Business will be offered to designated MHR groups. The B.A. in Management and Human Relations with a Concentration in General Business integrates a core of the existing MHR curriculum with four business related courses. This concentration is 15 months in length and culminates in 40 earned semester hours. The program is delivered in the same sequential, modular format as the standard MHR Program and includes the applied research project.

Elective Modules MHR offers Elective Modules on a regular schedule for MHR students who need additional credit. Elective modules are not considered for credit for any other degree at the University. Approved elective modules are:

MHR	3000	Total Quality Management	(3)
MHR	3025	Media Ethics	(3)
MHR	3050	Business Speech	(3)
MHR	3060	Business Application of Computers	(3)
MHR	3070	Psychology of Personal Adjustment	(3)
MHR	3080	Accounting for Managers	(3)
MHR	3090	Marketing for Managers	(3)
MHR	3100	Public Relations and Organizational Journalism	(3)
MHR	3300	Principles of Social Persuasion	(3)
SCI	1100	Issues and Controversies in Biology	(4)
SCI	1200	Energy and the Environment	(4)

Plan for Evaluation of the Management and Human Relations Major

A. Evaluation of Faith and Learning Objectives

1. Students will develop and write a Philosophy of Life paper which identifies their personal value system and the impact of this value system on their leadership style.
2. Students will write a summary paper which demonstrates their knowledge of major Biblical themes and Christian perspectives.

B. Evaluation of Social and Group Process Objectives

Students will demonstrate through discussion, role-play, and active interaction the group processes identified in the literature and course objectives.

C. Evaluation of Academic Skills Objectives

1. Students will develop a written project thesis and identify an appropriate intervention through:
   a. Statement of the problem
   b. Review of the related literature
   c. Construction of research hypotheses
   d. Collection and analysis of the data
   e. Statement of conclusion and recommendations.
2. Students will write a summary paper at the conclusion of each course which demonstrates comprehension, reflection, generalization and application of the course material.

A complete description of the program is available in the Management and Human Relations Catalog.

Call (615) 248-1529 or (800) 818-4256, or e-mail: admissions_mhr@trevecca.edu for information concerning the program.

Graduate Organizational Management Program

ADMINISTRATORS

J. MICHAEL CLYBURN, Chair, Division of Management and Adult Studies; Professor of Management, 1988—1992, 2000—
B.A., Trevecca Nazarene University, 1976; M.A., Middle Tennessee State University, 1980; Ed.D., University of Tennessee, 1990.

JONATHAN B. BURCH, Assistant to the Director of MAOM Program, 2000—
B.A., Trevecca Nazarene University, 1997; M.A., Trevecca Nazarene University, 1999.

GLENDA M. RIES, Assistant MHR/MAOM Director for Marketing and Recruitment, 1998—
B.S., Trevecca Nazarene University, 1995.

Graduate organizational management Program

The Graduate Management Program is a quality business program for professional adult students in Middle Tennessee. By combining relevant business coursework with the latest thinking in The Quality Movement, this program focuses on managing the human systems in the organization. The Graduate Management Program, which leads to a Master of Arts degree in Organizational Management, is committed to integrating Total Quality Management (TQM) principles, strategies and tools into every course.

The state-of-the-art curriculum includes courses in leadership and team building, ethics, TQM, finance and accounting for managers, organizational development and change, information systems management, strategic management and business results, and human resources development and management. This multi-disciplinary focus equips M.A. graduates to pursue management positions in any field and to help lead their organizations to excellence in customer service, quality, and innovation.

The Graduate Management Program requires no prerequisite coursework, making it readily accessible to all bachelor's graduates. The twelve-course lock-step track can be completed in twenty months. Classes meet one night a week from 6 to 10 p.m. and a few Saturdays.

Admission policies and general information about the Graduate Management Program can be obtained from the program office. Write, call or e-mail:

Graduate Management Program
Trevecca Nazarene University
333 Murfreesboro Road
Nashville, TN 37210-2877

Phone: (615) 248-1529 or 1-800-818-4256
E-mail: admissions_maom@trevecca.edu

School of Education

FACULTY

MELVIN WELCH, Dean, School of Education; Director, Graduate Education Program; Professor of Education, 1980—
B.A., Trevecca Nazarene University, 1961; M.Ed., Middle Tennessee State University, 1965; Ph.D., George Peabody College of Vanderbilt University, 1980.

ESTHER SWINK, Director, Graduate Library and Information Science Program; Associate Professor of Library Science, 1999—
B.S., Trevecca Nazarene University, 1969; M.L.S., George Peabody College for Teachers, 1976; Ed.D., Peabody College of Vanderbilt University, 1987.

RUTH Y. COX, Director, Teacher Education; Associate Professor of Education, 2000—
B.A., Asbury College, 1970; M.A., Eastern Kentucky University, 1973; Ed.D., NOVA University, 1985.

JUDY T. BIVENS, Assistant Professor, Library and Information Science, 2000—
B.S., University of Tennessee Martin, 1969; M.A.T., Middle Tennessee State University, 1975.

SHEILA CLYBURN, Instructor of Education, 2000—
B.S., Trevecca Nazarene University, 1974; M.Ed., Trevecca Nazarene University, 1989.

W. PORTER KING, Professor of Education, 1987—
B.S., Murray State University, 1957, M.A.Ed., Murray State University, 1960; M.A., Peabody College, 1968; Ed.S., Peabody College, 1970; Ph.D., Peabody College, 1972.

RUTH T. KINNERSLEY, Assistant Professor, Library and Information Science, 2001—
B.A., Greenville College, 1982; M.S., University of Illinois, 1983; M.S., Olivet Nazarene University.

DAVID RICHARD MOORE, Professor of Education, 1991—
B.S., Austin Peay State University, 1972; M.A., University of North Alabama, 1984; Ed.D., Tennessee State University, 1987.

ALICE E. PATTERSON, Assistant Professor of Education, 1998—
B.S., Peabody College for Teachers, 1977; M.Ed., Vanderbilt University, 1985; Ed.D., Vanderbilt University, 1992.

ELIZABETH J. PURTEE, Assistant Professor, Library and Information Science, 1992—
B.S., Olivet Nazarene University, 1990; M.L.S., Florida State University, 1991.

KATHLEEN H. PHILLIPS, Instructor of Education, 1995—
B.S., Trevecca Nazarene University, 1976; M.Ed., Middle Tennessee State University, 1978; Ed.D., Tennessee State University, 1999.

JULIA K. SIMMONS, Assistant Professor of Education, 2001—
B.S., Trevecca Nazarene University, 1996; M.Ed., Trevecca Nazarene University, 1998; Ed.D., Trevecca Nazarene University, 2001.

PRISCILLA M. SPEER, Assistant Professor, Library and Information Science, 1978—
B.A., Trevecca Nazarene University, 1978; M.L.S., George Peabody University, 1979.

E. RAY THRASHER, Assistant Professor, Library and Information Science, 1965—
B.A., Trevecca Nazarene University, 1964; M.L.S., Peabody College, 1968.

The School of Education

The School of Education includes the undergraduate Teacher Education Programs, Post Baccalaureate, Graduate Library and Information Science Program, Graduate Studies in Education, and Doctorate of Education. Programs which lead to licensure include the grade levels K-8, K-12 and 7-12, as well as the Post Baccalaureate and master's degrees in education, library and information science, and school administration. The purpose of the programs is to produce educational practitioners who have foundational skills, knowledge, and abilities based on established and current research and sound professional practice.

Department of Teacher Education

Teacher Education administers undergraduate programs designed for the preparation of teachers. Persons may seek a B.S. in Child Development and Learning with licensure specialization in Elementary Education (Grades K-8),and a B.A. or B.S. in secondary subject area(s) licensure (English, Biology, Chemistry, Mathematics, Music, Physical Education, and History). Teacher Education may also administer a B.A. or B.S. non-teaching degree in Education. An Associate of Science degree in Child Care and minors in Early Grades Education (non-licensure minor), Middle Grades Education (non-licensure minor) and Secondary Education (non-licensure minor) are offered. The Professional Elementary and Professional Secondary minors are offered to meet requirements for state licensure and University graduation.

The B.A. or B.S. in Education is designed for the preparation of teachers. Students who specialize in Child Development and Learning will be licensed to teach grades K-8. Students who major in English, Biology, Chemistry, History, or Mathematics will have that specialization noted on their license and will be licensed to teach grades 7-12. Students who major in Music or Physical Education will have that specialization noted on their license and will be licensed to teach grades K-12.

Teacher Education collaborates with other departments on campus to offer an integrated program and provides the professional education component for prospective teachers.

Goals

The goal of Teacher Education is to assist the student in the preparation for becoming an effective classroom teacher by:

- proffering a rigorous academic program of studies for each area of specialization.
- constructing opportunities for holistic development: cognitive, psychomotor, social, affective, and spiritual.
- designing opportunities to continue to develop Christian character and ideals.
- encouraging the setting of high academic, pedagogic and moral standards.
- promoting opportunities for service to the community through being positive role models.
- maximizing educational experiences in preparation to better serve in a technological and global society.
- affording opportunities for field experiences in multiple, diverse settings early in and throughout the four-year program.
- establishing close interaction with faculty through small class sizes and low faculty/student ratios (approximately 1:16).
- immersing classroom experiences in state-of-the-art technology and practical applications
- advocating ongoing professional growth through a student chapter of ASCD.

A.S. IN CHILD CARE (68 HOURS)

This curriculum is designed to prepare a student for a career as a child care administrator or worker in a child care center. Field experiences include observation and participation in pre-school settings. Child Care lesson planning, implementation and evaluation, classroom management, and administration are included in the field experiences. A semester-long Clinical Experience is the culminating requirement of the Child Care Program. A screening committee composed of TNU faculty interviews candidates before admission to Clinical Experience in Child Care. Candidates must meet all other university requirements for graduation with an A.S. degree. Knowledge of child development and behavior as well as the refinement of skills in working with children are basic to the program.

Liberal Arts Core			37 hours
CIS	1500	Computer Literacy*	(2)
COM	1010	Speech Communication	(3)
ENG	1020	English Composition	(3)
ENG	1080	Critical Reading, Writing, and Thinking	(3)
HIS	1400/1450	World Civilization I or II	(3)
MAT	1040	Concepts of Mathematics	(4)
PSY	2010	General Psychology	(3)
PSY	3411	Introduction to the Exceptional Learner	(3)
REL	2000	Introduction to Biblical Faith	(3)

REL 3000	Christian Tradition	(3)
SCI 1500	Life Science	(4)
SOC 2500	Family and Society	(3)

Child Care Core **31 hours**

COM 2350	Creative Dramatics	(3)
EDU/PSY 2505	Learning and Cognition in Children	(3)
EDU 3205	Language Development	(3)
EDU 3210	Early Learning Environments	(3)
EDU 3305	Expressive Arts Grades K-8**	(3)
EDU 4020	Child Care Administration and Community Relations	(3)
EDU 4040	Play in Early Childhood	(3)
EDU 4075	Clinical Experience in Child Care	(4)
EDU 4125	Reading and Writing Grades K-8	(3)
ENG 3750	Children's Literature	(3)

*CIS 1500 may be waived by a computer literacy test evaluated by the Business Department, or CIS 2000 may be substituted.
**Prerequisite waived.

Minors in Education (non-licensure)

Early Grades Education Minor (non-licensure) **21 hours**

This minor is for persons who are **not** seeking licensure.

COM 2350	Creative Dramatics	(3)
EDU/PSY 2505	Learning and Cognition in Children	(3)
EDU/PSY 3205	Language Development	(3)
EDU 3210	Early Learning Environments and Programming	(3)
EDU 3305	Expressive Arts Grades K-8**	(3)
EDU 4020	Child Care Administration and Community Relations	(3)
EDU 4040	Play in Early Childhood Education	(3)

**Prerequisite waived.

Middle Grades Education Minor (non-licensure) **20 hours**

This minor is for persons who are **not** seeking licensure.

EDU/PSY 2515	Learning and Cognition in Pre-Adolescents and Adolescents	(3)
EDU 3305	Expressive Arts Grades K-8	(3)
SOC 2500	Family in Society	(3)
ENG 3800	Adolescent Literature	(3)
PSY 3411	Introduction to the Exceptional Learner	(3)
HPE 3230	Physical Education Activities in Elementary School	(2)
COM	Choose one from the following:	(3)
	COM 2810 Small Group Communication (3)	
	COM 4060 Social Influence (3)	

Secondary Education Minor (non-licensure) **20 hours**

This minor is for persons who are **not** seeking licensure.

EDU/PSY2515	Learning and Cognition in Pre-Adolescents and Adolescents	(3)
SOC 2500	Family in Society	(3)
ENG 3800	Adolescent Literature	(3)
PSY 3411	Introduction to the Exceptional Learner	(3)
EDU 3510	Teaching Reading/Writing in the Content Areas	(3)
EDU 3020	Educational Media & Microcomputers	(2)
COM	Choose one from the following:	(3)

COM	2810	Small Group Communication (3)
COM	4060	Social Influence (3)
COM	2010	Interpersonal Communications (3)
COM	2020	Principles of Intercultural Communications (3)
EDU/COM	2060	Sign Language for the Deaf I (3)

Teacher Education Program

The goal of Trevecca's Teacher Education Program is the preparation of quality classroom teachers. The program is based on the model of "The Teacher as Holistic Developer," emphasizing the importance of the cognitive, psychomotor, social, affective and spiritual components of a balanced person.

A collaborative partnership with the schools and community provides for the academic, pedagogic and moral needs of students.

Objectives for Teacher Education

The following statements comprise the objectives in teacher preparation at Trevecca. Students will:

I. Evidence basic writing, grammar, reading, computational, and technological skills.

II. Demonstrate mastery of coursework in their major, minor, and general core.

III. Develop professional awareness as evidenced through personal initiative and commitment to lifelong learning.

IV. Demonstrate the skills of an effective teacher.

The Teacher Education Program employs nine means of evaluating the four objectives listed above. The number of the objective to be evaluated is listed in parenthesis beside each means of evaluation:

1. The Pre-Professional Skills Test (PPST), mandated by the State of Tennessee and taken in freshman or sophomore year. An ACT Composite score of 21 or 22 Enhanced (taken since October 1989), or SAT combined verbal and mathematics score of 920 or 1020 on the recentered SAT (taken since April 1, 1995) is acceptable as a substitute for a passing PPST score. (I)
2. Coursework, Grade Point Average and Faculty Recommendations. (I, II, III)
3. Pre-student teaching field experiences including practica and classroom participation experiences and cooperating teacher evaluations. (III)
4. Praxis Series Speciality Test which is a requirement for teacher licensure. (II)
5. Screening interviews. A screening committee composed of TNU faculty interviews candidates for admission to the Teacher Education Program. A screening committee composed of TNU faculty and practitioners from the Metropolitan Nashville public schools interviews candidates for admission to Enhanced Student Teaching. (I, II, III)
6. Student Teaching Seminar is taken in conjunction with Enhanced Student Teaching. (I, II, IV)
7. Enhanced Student Teaching is taken during the senior year. The fifteen-week, full-day student teaching will be experienced in two local schools of different socioeconomic and culturally diverse settings. (I, II, III, IV)

8. Exit interviews. (II, III, IV)
9. Follow-up Surveys and Induction. (I, II, III, IV)

Program Design

Students can earn licensure recommendation from the University through three different programs.

1. A bachelor's degree program which includes enhanced student teaching. Students in the undergraduate teacher education program may not take professional core courses through the post baccalaureate/workshop program unless the following criteria are met:
   - senior status
   - 2.8 GPA in major and professional core
   - conflict in scheduling that prevents taking the course in regular or mini-term
   - permission of advisor and Director of Teacher Education
2. A post baccalaureate program for undergraduate credit offering initial licensure and license renewal.
3. A graduate program in education offers licensure in Administration and Supervision.

Licensure Areas

The Teacher Education Program at Trevecca offers licensure in the following areas of study:

UNDERGRADUATE AND POST BACCALAUREATE

- Biology Education (7-12)
- Chemistry Education (7-12)
- Child Development and Learning (K-8)
- English Education (7-12)
- Mathematics Education (7-12)
- Music Education (K-12)
  - —Instrumental
  - —Vocal
- PE Education (K-12)
  - —Health Education (K-12)
- Social Studies (7-12)
  - —History Education (7-12)
    - —Economics
    - —Government

GRADUATE*

- Administration and Supervision
- Library and Information Services

The guidelines listed under all Teacher Education Programs do not constitute a contract between a Trevecca student and the University. The sole purpose is to provide regulations, course listings and degree programs which are in effect at the time of publication. Because of recent or pending changes in state and/or national requirements, Trevecca reserves the right to add, modify, or withdraw courses at any time.

*See Graduate Catalog for specific information.

Admission to the Teacher Education Program—Trevecca Nazarene University

Admission to the University does not constitute admission to the Teacher Education Program. Application for admission to the program should be made in Foundations of Education (EDU 1500) or in the first semester of work for transfer or post baccalaureate students who have previously completed an appropriate course in Foundations of Education. Transfer and post-baccalaureate students for K-8 licensure must take at least two methods courses at TNU: one in the area of reading/language arts and one in the area of math/science. Transfer and post-baccalaureate students for secondary subject area licensure must take EDU 3510, Teaching Reading and Writing in the Content Areas, and the methods course in their major. All transfer and post-baccalaureate students must submit verification of acceptable ACT/SAT scores to the School of Education Office during the first semester at TNU. If no scores are available, the student must complete the PPST with passing scores. All students who are seeking licensure as teachers must be admitted to the Teacher Education Program.

Requirements for Admission to Teacher Education

1. Submit a completed Application for Admission to Teacher Education to the Director of Teacher Education.
2. Demonstrate competence as specified in given major:
   - English (ENG 1020, ENG 1080)
   - Speech (COM 1010)
   - Technology (CIS 1500, SCI 2000—Science/math majors, MUS 2000—Music majors)
   - Mathematics (MAT 1020 or MAT 1040 and MAT 1055)
   - Handwriting (legibility as determined by screening committee
3. Submit acceptable scores on the PPST (Pre Professional Skills Test). Exemption from this state-required test is possible with adequate ACT/SAT scores.
4. Pass screening interview.

Specific requirements and procedures are described in the Teacher Education Handbook.

Due Process

Students who have questions concerning action taken by the Teacher Education Committee have the right to appeal through the established due process procedure. An appeal must be in writing and follow the protocol listed below. If a decision is not acceptable to the student at any point, the appeal may be made at the next level. All appeals originate with the Director of Teacher Education.

- Director of Teacher Education
- Dean of the School of Education
- Vice President for Academic Affairs
- An Appeals Committee of three persons including the Director of Teacher Education (or designee) who are appointed by the Vice President for Academic Affairs.

The decision of the Appeals Committee is final.

Admission to the Enhanced Student Teaching Program

All students in the bachelor's degree Teacher Education Program at Trevecca must complete in their senior year a semester of enhanced student teaching which includes placements in two different local public school settings. This culminating experience is conducted in the public schools under the guidance of a classroom teacher and a university supervisor from Trevecca. Enhanced Student Teaching provides an extended time for the pre-service teacher to identify strengths and weaknesses and develop an effective personal teaching style.

To be admitted to student teaching, the student must make application to the Teacher Education Office one year prior to the expected student teaching semester. (Fall Semester, by October 15 of the year prior to student teaching; for Spring Semester, by March 15 of the year prior to student teaching.) Once the student's application is on file, an interview is scheduled with the Screening Committee. Following the interview, the student will be notified in writing of status (approval, conditional approval, or disapproval). The interview will focus on the eleven major categories of skills and competencies for effective teachers. (This list is provided in the *Teacher Education Handbook*.) If there is evidence of weakness in any category which gives question to the candidate's ability to successfully complete the student teaching experience, then the candidate will be rescreened during the same semester, but after a period of study.

The Teacher Education Committee approves the candidate based on the screening committee's recommendation. Candidates will be notified in writing of their approval for admission to Enhanced Student Teaching based on the following requirements:

1. Previous admission to the Teacher Education Program.
2. A cumulative GPA of 2.5.
3. Senior status and completion of a minimum of half the total hours of the Professional Education Core including the basic methods courses in the areas of specialization in which student teaching is to be done.
4. A minimum GPA of 2.8 in both the Professional Core and the Major area. Students must attain a C or better in all courses in the Major and the Professional Core (minor).
5. Completion of medical form by a physician. Submit health form and application to student teaching to the Teacher Education Office.
6. Must submit acceptable scores on the Praxis Series II, Principles of Learning and Teaching.
7. Music Education majors must pass the Keyboard Proficiency Exam.
8. Physical Education majors must meet the Health and Physical Education Department's conditioning criteria.

Once approval of the student's application has been granted, the director of teacher education, in conjunction with Metropolitan Nashville Public Schools, will arrange placements.

If difficulty arises during the student teaching experience which causes sufficient doubt as to satisfactory completion of student teaching, an assessment interview will be called. Such an interview could lead to: 1) removal from student teaching; 2) decision not to recommend the student for teaching licensure. The graduating senior in Teacher Education must pass Principles of Learning and Teaching and Speciality Area Tests (Praxis Series II) as mandated by the State of Tennessee for licensure.

Teacher Licensure Procedures

I. Sequencing of Coursework

- Follow the proper sequence of courses listed in the University catalog for appropriate area of study. Confer with advisor each semester to insure accuracy of schedule.
- Take Foundations of Education (EDU 1500) concurrently with Foundations Practicum (EDU 1010) as a prerequisite to admission to teacher education. Overall GPA must be 2.5 or higher.
- Must be admitted to Teacher Education Program before taking courses in the Professional Core.

II. Admission to Teacher Education Program

- Apply in conjunction with Foundations in Education—EDU 1500.

  PPST (Pre-Professional Skills Test) is taken during this course.

  Exemption from PPST is based on ACT/SAT score.

- Interview with Screening Committee

  Requirements: Cumulative GPA of 2.5 or higher
  PPST Score of 174 in Reading or 321 (by computer)
  173 in Writing or 319 (by computer)
  173 in Math or 318 (by computer)
  3 Recommendation Letters

- Praxis II, Principles of Learning and Teaching (usually taken in conjunction with EDU 2555).

III. Application for Student Teaching

- Apply one year in advance of the expected date of this field experience (usually second semester of junior year).

  Applications are due March 15 and October 15.

  Requirements: Cumulative GPA of 2.5 or higher
  Cumulative GPA of 2.8 or higher in the Major and Professional Core Courses
  Health Form
  Completed application forms (includes 2 photographs)

- Interview with Screening Committee.
- Praxis Series II, Specialty Area Tests (usually first semester of senior year).

IV. Application for Teacher Licensure

- Submit the following to the School of Education Office:

  a) Application for licensure within one year of completing degree/licensure requirements. Failure to apply within the one-year limit may affect the graduate's ability to obtain licensure without further study.

  b) Required test scores.

  c) Official transcripts from all institutions attended after all requirements have been met.

Teacher Education Licensure Programs

Programs of licensure in Teacher Education at Trevecca include Child Development and Learning, grades K-8; English, grades 7-12; Music, grades K-12; Physical Education, grades K-12; Biology, grades 7-12; Chemistry, grades 7-12; Mathematics, grades 7-12; History-Government, grades 7-12; History-Economics, grades 7-12.

The following programs of study are appropriate for Teacher Education majors and lead to State teaching licensure upon satisfactory completion of all requirements. All programs of study are in conformity with the regulations for licensure of teachers in the State of Tennessee.

Child Development and Learning: (Grades K-8) Consists of a general education core, a major and minor (professional core). The program includes two practica, field experiences and a fifteen-week enhanced student teaching experience at two different schools. One student teaching placement will be in grades K-4 and the other in grades 5-8.

English: (Grades 7-12) Consists of a general education core, a major in the subject area and a minor in the professional core. Additional emphasis is on foreign language preparation in Spanish and on teaching approaches in reading and writing. The program includes two practica and a fifteen-week enhanced student teaching experience at two different schools. One student teaching placement will be at the middle school level, grades 7-8, with the other at the senior high level, grades 9-12. The requirement of a foreign language for English Education licensure is being met as follows:

First year students are placed in an introductory foreign language course unless they have had two (2) years of high school foreign language with a C average for the two years. The following options related to foreign language are available for students desiring English Education licensure:

a) Students may take the CLEP exam in the foreign language of choice;

b) Students may sit for a final exam in college level foreign language course prior to taking the course;

c) Students may take the college level foreign language course.

Music: (Grades K-12 Instrumental or Vocal/General) Consists of a general education core, a music major core, a music performance minor and a professional education core. The program includes two practica and a fifteen-week enhanced student teaching experience at two different schools. One student teaching placement will be at the K-6 level with the other one at the secondary level, grades 7-12.

Physical Education: (Grades K-12) Consists of a general education core, a major in the subject area and a minor in the professional core. The program includes two practica and a fifteen-week enhanced student teaching experience at two different schools. One student teaching placement will be at the K-4 level with the other one at the middle/secondary level, grades 5-12.

Separate concentration in health may be added to the PE major for additional teaching licensure. This will include classroom experience in Health Student Teaching.

Biology: (Grades 7-12) Consists of a general education core, a major in the subject area, support courses and a minor in the professional core. The program includes two practica and a fifteen-week enhanced student teaching experience at two different schools. One student teaching placement will be at the middle school level, grades 7-8, with the other at the senior high level, grades 9-12.

Chemistry: (Grades 7-12) Consists of a general education core, a major in the subject area, support courses and a minor in the professional core. The program includes field experiences which consist of two practica and a fifteen-week enhanced student teaching experience at two different schools. One student teaching placement will be at the middle school level, grades 7-8, with the other at the senior high level, grades 9-12.

Mathematics: (Grades 7-12) Consists of a general education core, a major in the subject area and a minor in the professional core. The program includes field experiences which consist of two practica and a fifteen-week enhanced student teaching experience. One student teaching placement will be at the middle school level, grades 7-8, with the other at the senior high level, grades 9-12.

History: (Grades 7-12) Consists of a general education core, a major in the subject area with an additional emphasis in either economics or government and a minor in the professional core. The program includes field experiences which consist of two practica and a fifteen-week enhanced student teaching experience. One student teaching placement will be at the middle school level, grades 7-8, with the other at the senior high level, grades 9-12.

Teacher Education

The following programs are in conformity with the regulations for licensure of teachers in the State of Tennessee and meet the requirements of the teacher's professional license.

B.S. in Child Development and Learning (K-8 Lincensure)

General Education Core			**66-67 hours**
English			**9 hours**
ENG	1020	English Composition	(3)
ENG	1080	Critical Reading, Writing, and Thinking	(3)
ENG	2000	World Literature	(3)
ENG	3750	Children's Literature (cross-listed in K-8 Major)	
Communications			**3 hours**
COM	1010	Speech Communication	(3)
Religion and Philosophy			**12 hours**
REL	2000	Introduction to Biblical Faith	(3)
PHL	2010	Introduction to Philosophy	
		or	
PHL	3070	Ethics	(3)
REL	3000	Christian Tradition	(3)
REL	4000	Christian Life and Ministry	(3)
Fine Arts			**3 hours**
MUS	1500	Fine Arts	(3)
History and Social Science			**15/16 hours**
HIS	1400	World Civilization I	
		or	
HIS	1450	World Civilization II	(3)
HIS	2010	United States History Survey I	

		or	
HIS	2020	United States History Survey II	(3)
GGY	2050	Fundamentals of World Geography	(3)
		or	
SCI	2510	Earth and Space Science	(4)
PSY	2010	General Psychology	(3)
SPA or GER or FRE		1000 Elementary Language I*	(3)

*Foreign Language may be waived on basis of 2 years of the same foreign language in high school with a 2.0 average for the two years until Fall 2002.

Science and Mathematics — **14 hours**

MAT	1020	Survey of Mathematics	(2)
MAT	1055	College Algebra	(4)
SCI	1500	Life Science	(4)
SCI	1600	Physical Science	(4)

Health and Fitness Education — **3 hours**

HPE	1000	Introduction to Health and Fitness	(1)
		Activity	(1)
		Activity	(1)

General Elective — **3 hours**

Computer/Business — **4 hours**

CIS	1500	Computer Literacy*	(2)
BUS	2010	Financial Stewardship	(2)

*CIS 1500 may be waived by a computer literacy test evaluated by the Business Department, or CIS 2000 may be substituted.

Major: Child Development and Learning — **36 hours**

(K-4 Specialization in early grades education)

ALH	2100	Public School Health	(3)
BIO	2500	Ecology-Nature Study	(3)
COM	2350	Creative Dramatics	(3)
EDU/PSY	2505	Learning and Cognition in Children	(3)
EDU/PSY	3205	Language Development	(3)
EDU	3210	Early Learning Environments and Programming	(3)
EDU	4040	Play in Early Childhood Education	(3)
ENG	3750	Children's Literature	(3)
PSY	2175	Human Growth and Development	(3)
PSY	3411	Introduction to Exceptional Learner	(3)
SOC	2500	Family in Society	(3)

Elective—Choose one from the following: (3)

COM	2010	Interpersonal Communications (3)
COM	2020	Principles of Intercultural Communication (3)
COM	3500	Nonverbal Communication (3)
COM	4060	Social Influence (3)

Professional Core — **29 hours**

EDU	1500	Foundations of Education*	(3)
EDU	2555	Instructional Methods K–12**	(4)
EDU	2556	Methods for Effective Classroom Climates	(3)
EDU	3020	Educational Media and Microcomputers	(2)
EDU	3305	Expressive Arts Grades K-8	(3)

EDU	3315	Social Studies and Humanities Grades K-8	(3)
EDU	3320	Math and Science Grades Grades K-8	(3)
EDU	4125	Reading and Writing Grades K-8	(3)
EDU	4600	Student Teaching Seminar	(3)
PSY	4020	Educational Tests and Measurements	(2)

Field Experience **11 hours**

EDU	1010	Foundations Practicum	(1)
EDU	2011	Early Grades Clinical Field Experience	(1)
EDU	4650	Enhanced Student Teaching Early Grades	(9)

Concurrent Courses

*EDU	1010	Foundations Practicum
**EDU	2011	Early Grades Clinical Field Experience in K

Total **142 or 143 hours**

Department of English

English Education Major Objectives

English Education majors are required the same major curriculum (English Education majors take an additional writing course and Adolescent Literature) as English majors; therefore, they are taught by the same objectives. Teaching of Writing (ENG 4400), required of all English majors, particularly addresses Objectives I, II and IV listed in the Teacher Education Program.

English Major Objectives

By the end of their course of study, English majors should be able to demonstrate the following competencies:

1. Read a variety of written texts with comprehension and be able to identify, summarize, and evaluate main ideas, using both written and oral response.
2. Write clear, well-developed reports of different lengths, integrating several sources of information correctly.
3. Recognize and discuss thoughtfully the major authors and works of world literature.
4. Interpret and evaluate literary works using various critical approaches.
5. Understand and appreciate the diverse cultural values and multiple levels of meaning in literature as it relates to other disciplines, times and places.
6. Develop and communicate a coherent understanding of their own values and beliefs according to a Christian aesthetic of faith and art.
7. Contribute their analytical and creative abilities to those of others to enhance all forms of communication wherever they live, work and worship.

B.A. in English Education (7-12 Licensure)

General Education Core **68 hours**

ALH	2100	Public School Health	(3)
CIS	1500	Computer Literacy*	(2)
COM	1010	Speech Communication	(3)
ENG	1020	English Composition	(3)

ENG	1080	Critical Reading, Writing, and Thinking	(3)
ENG	2000	World Literature	(3)
HIS	1400	World Civilization I	(3)
HIS	1450	World Civilization II	(3)
HPE	1000	Introduction to Health and Fitness	(1)
HPE		Activity Courses	(2)
MAT	1040	Concepts of Math	(4)
MUS	1500	Fine Arts	(3)
PHL	2010	Introduction to Philosophy	
		or	
PHL	3070	Ethics	(3)
PSY	2010	General Psychology	(3)
REL	2000	Introduction to Biblical Faith	(3)
REL	3000	Christian Tradition	(3)
REL	4000	Christian Life and Ministry	(3)
SCI	1500	Life Science	(4)
SCI	1600	Physical Science	(4)
SOC	2500	Family in Society	(3)
SPA/FRE/GER 1500 Elementary Spanish, French or German II			(3)
SPA/FRE/GER 2000 Intermediate Spanish, French or German I			(3)
General Elective			(3)

*CIS 1500 may be waived by a computer literacy test evaluated by the Business Department, or CIS 2000 may be substituted.

Major **37 hours**

ENG	3000	History of the English Language	(3)
ENG	3100	American Puritans and Romantics	(3)
ENG	3200	American Realists and Moderns	(3)
ENG	3320	Descriptive English Grammar	(3)
ENG	3400	Southern Literature	
		or	
ENG	3700	Modern British and American Lit	(3)
ENG	3510	Medieval Literature	
		or	
ENG	3520	Renaissance Literature	
		or	
ENG	3580	Enlightenment Literature	(3)
ENG	3550	Shakespeare	(3)
ENG	3610	Romantic Literature	
		or	
ENG	3620	Victorian Literature	(3)
ENG	3800	Adolescent Literature	(3)
ENG	4200	Comparative Literature	(3)
ENG	4000	Literary Criticism	(3)
ENG	4600	Senior Recitation for English Majors	(1)
Choose a writing course above Freshman level			(3)

Minor in Professional Secondary 7-12 **32 hours**

EDU	1500	Foundations of Education *	(3)
EDU/PSY	2515	Learning and Cognition in Pre-Adolescents and Adolescents	(3)
EDU	2555	Instruction Methods K–12**	(4)
EDU	2556	Methods for Effective Classroom Climates	(3)
EDU	3020	Educational Media and Microcomputers	(2)
EDU	3510	Reading and Writing in the Content Areas	(3)

EDU 4600	Student Teaching Seminar	(3)
ENG 4400	Teaching of Writing***	(3)
PSY 2175	Human Growth and Development	(3)
PSY 3411	Introduction to the Exceptional Learner	(3)
PSY 4020	Educational Tests and Measurements	(2)

Field Experience 12 hours

EDU 1010	Foundations Practicum	(1)
EDU 2013	Secondary Clinical Field Experience	(1)
EDU 4550	Secondary Methods Clinical Field Experience	(1)
EDU 4670	Enhanced Student Teaching in Secondary School	(9)

Concurrent Courses

*EDU 1010	Foundations Practicum
**EDU 2013	Secondary Clinical Field Experience
***EDU 4550	Secondary Methods Clinical Field Experience

Total 149 hours

Department of Social and Behavioral Sciences

For the Teacher Licensure Programs in History Education with concentration in Economics or Government:

Majors preparing for teacher licensure in the Social Studies areas take the variety of courses required for majors in History/Political Science as well as in the Social Sciences. Thus, the objectives for those discipline areas apply in those fields. In addition, teaching area majors take Teaching Social Studies in the Secondary School (HIS 4500), which specifically addresses Teacher Education Program Objectives I, II and IV.

Departmental Objectives

For the History Program:

1. To assist students in understanding and interpreting the past as an indispensable aid to understanding and dealing with the present.
2. To foster tolerance and appreciation for the various political, economic and cultural achievements of the world's civilizations, past and present.
3. To promote the understanding of the background and development of the American nation as it has attained the present position of world power and influence, and to encourage the sense of responsibility which must accompany that position.
4. To develop the students' skills in reading, writing, speaking, and critical thinking, which we believe to be among the marks of the educated citizen.
5. To help students develop the ability to better understand events in the world community by analyzing them in the light of their historical background.
6. To engender within students the practice of applying Christian values to the study and interpretation of the past, always looking for more effective ways to integrate their faith and learning.
7. To assist students in preparing for careers in teaching, law, political life, museum or archival work, or other fields which require historical perspective and skills.

For the Political Science Program:

1. To promote student understanding of political, civil and social conditions at home and abroad.
2. To provide strong foundations for purposeful careers in public service.
3. To promote student understanding of questions of morals, ethics, justice, and democratic thought as they arise within political systems, and the application of Christian principles to those questions.
4. To promote responsible Christian citizenship and effective participation and leadership in public affairs.

B.A. IN HISTORY-ECONOMICS EDUCATION (7-12 LICENSURE)

B.A. IN HISTORY-GOVERNMENT EDUCATION (7-12 LICENSURE)

General Education Core			67 hours
ALH	2100	Public School Health	(3)
CIS	1500	Computer Literacy*	(2)
COM	1010	Speech Communication	(3)
ENG	1020	English Composition	(3)
ENG	1080	Critical Reading, Writing, and Thinking	(3)
ENG	2000	World Literature	(3)
HIS	1400	World Civilization I	(3)
HIS	1450	World Civilization II	(3)
HPE	1000	Introduction to Health and Fitness	(1)
HPE		Activity Courses	(2)
BUS	2010	Financial Stewardship	(2)
MAT	1040	Concepts of Mathematics	(4)
MUS	1500	Fine Arts	(3)
PHL	2010	Introduction to Philosophy	
		or	
PHL	3070	Ethics	(3)
PSY	2010	General Psychology	(3)
REL	2000	Introduction to Biblical Faith	(3)
REL	3000	Christian Tradition	(3)
REL	4000	Christian Life and Ministry	(3)
SCI	1500	Life Science	(4)
SCI	1600	Physical Science	(4)
SOC	2500	Family in Society	(3)
SPA or GER or FRE	1000	Elementary Language I**	(3)
		General Elective	(3)

*CIS 1500 may be waived by a computer literacy test evaluated by the Business Department, or CIS 2000 may be substituted.

**Foreign Language may be waived on basis of 2 years of the same foreign language in high school, with a 2.0 average for the 2 years until Fall 2002.

Major			33 hours
HIS	2010/2020	United States History I, II	(6)
HIS	3170	Latin American History	(3)
HIS	3260	History of Asia	(3)
HIS	4200	Historical Research	(3)

HIS 4700	Senior Seminar	(3)
Electives in:	American History	(6)
	European History	(6)
GGY 2050	Fundamentals of World Geography	(3)

Plus:

Concentration Areas:
Economics or Government (Political Science) **18 hours**
Economics: ECO 2000, 2010 plus electives in Economics
Government: POL 2000, 2020, 3000, 3010 plus two electives in Political Science

Minor in Professional Secondary 7-12 **31 hours**

EDU 1500	Foundations of Education	(3)
EDU/PSY 2515	Learning and Cognition in Pre-Adolescents and Adolescents	(3)
EDU 2555	Instructional Methods K-12**	(4)
EDU 2556	Methods for Effective Classroom Climates	(3)
EDU 3020	Educational Media and Microcomputers	(2)
EDU 3510	Reading and Writing in the Content Areas	(3)
EDU 4600	Student Teaching Seminar	(3)
HIS 4500	Teaching Social Studies in the Secondary School***	(2)
PSY 2175	Human Growth and Development	(3)
PSY 3411	Introduction to the Exceptional Learner	(3)
PSY 4020	Educational Tests and Measurements	(2)

Field Experience **12 hours**

EDU 1010	Foundations Practicum	(1)
EDU 2013	Secondary Clinical Field Experience	(1)
EDU 4550	Secondary Methods Clinical Field Experience	(1)
EDU 4670	Enhanced Student Teaching Secondary School	(9)

Concurrent Courses

*EDU 1010	Foundations Practicum
**EDU 2013	Secondary Clinical Field Experience
***EDU 4550	Secondary Methods Clinical Field Experience

Total **161 hours**

Department of Music

Music Education Major Objectives

Music Education Majors are required the same major curriculum as Music Majors. The same objectives apply to all programs. The courses (MUS 2300-2330) Brass, Woodwind, String, and Percussion Methods, (MUS 4400) Materials and Methods for Elementary School Music, (MUS 4410) Materials and Methods for Secondary School Music address objectives II and IV listed in the Teacher Education Program.

B.S. in Music Education (K–12 Licensure) (Vocal/General or Instrumental licensure)

General Education for Music Education Majors **60 hours**

ALH 2100	Public School Health	(3)
COM 1010	Speech Communication	(3)

MUS	1515	Art for Music Majors	(1)
MUS	2000	Technology for Music Majors	(2)
ENG	1020	English Composition	(3)
ENG	1080	Critical Reading, Writing, and Thinking	(3)
ENG	2000	World Literature	(3)
HIS	1400	World Civilization I	
		or	
HIS	1450	World Civilization II	(3)
HPE	1000	Introduction to Health and Fitness, or	
		Activity Courses, or Marching Band	(1)

Social Science (6)

Institutional—Choose one

ECO	2000	Principles of Macroeconomics (3)
ATH	3010	Introduction to Anthropology (3)
POL	2020	American Political Institutions (3)
SWK	1200	Introduction to Social Work (3)
HIS	1400	World Civilization I (3) or HIS 1450 — World Civilization II (3) (whichever is not used to satisfy the World Civilization Context in the Contexts Tier)

Life Science—Choose one (4)

SCI	1500	Life Science (4)
SCI	2000	Introduction to Environmental Science (4)
BIO	1510	General Biology (4)

Physical Science—Choose one (4)

SCI	1600	Physical Science (4)
SCI	2510	Earth and Space Science (4)
CHE	1010	Principles of Inorganic and Organic Chemistry (4)
CHE	1040	General Chemistry I (4)
PHY	2000	Physical Geology (4)
PHY	2110	General Physics I (4)

Mathematics—Choose one (4)

MAT	1040	Concepts of Mathematics (4)
MAT	1055	College Algebra (4)
MAT	1310	Pre-Calculus (4)
MAT	1510	Calculus I (4)

PHL	2010	Introduction to Philosophy	
		or	
PHL	3070	Ethics	(3)
PSY	2010	General Psychology	(3)
REL	2000	Introduction to Biblical Faith	(3)
REL	3000	Christian Tradition	(3)
REL	4000	Christian Life and Ministry	(3)
SOC	2500	Family in Society	(3)
BUS	2010	Financial Stewardship	(2)
General Elective			(3)

Music Major Core **36 hours**

MUS	1300	Finale	(2)
MUS	2010-3020	Theory I, II, III, IV	(8)
MUS	2060-3070	Aural Theory I, II, III, IV	(8)
MUS	2115-3115	History I, II, III	(9)

MUS	2500	Introduction to Church Music	(2)
MUS	3100-3110	Conducting	(4)
MUS	4010	Orchestration	(3)

Music Performance Minor **16 hours**

MUS	1200	Recital Attendance (required each semester)	(0)
MUS		Applied Study Lower Division *	(4)
MUS		Applied Study Upper Division *	(4)
MUS	3600	Keyboard Proficiency	(0)
MUS	4600	Senior Recital	(0)
MUS		Ensemble *	(8)

* For Vocal/General licensure—Applied Study Lower/Upper Division will be Voice and the Ensemble will consist of Choral Union.

* For Instrumental licensure—Applied Study Lower/Upper Division will be Instrumental and the Ensemble will consist of Wind Ensemble.

Minor in Professional Secondary K-12 **39 hours**

EDU	1500	Foundations of Education*	(3)
EDU/PSY	2515	Learning and Cognition in Pre-Adolescents and Adolescents	(3)
EDU	2555	Instructional Methods K-12**	(4)
EDU	2556	Methods for Effective Classroom Climates	(3)
EDU	3020	Educational Media and Microcomputers	(2)
EDU	3510	Reading and Writing in the Content Areas	(3)
EDU	4600	Student Teaching Seminar	(3)
MUS	2300	Brass Methods	(1)
MUS	2310	Woodwind Methods	(1)
MUS	2320	String Methods	(1)
MUS	2330	Percussion Methods	(1)
MUS	4400	Materials and Methods for Elementary School Music	(3)
MUS	4410	Materials and Methods for Secondary School Music***	(3)
PSY	2175	Human Growth and Development	(3)
PSY	3411	Introduction to the Exceptional Learner	(3)
PSY	4020	Educational Tests and Measurements	(2)

Field Experience **12 hours**

EDU	1010	Foundations Practicum	(1)
EDU	2013	Secondary Clinical Field Experience	(1)
EDU	4550	Secondary Methods Clinical Field Experience	(1)
EDU	4670	Enhanced Student Teaching Secondary School	(9)

Concurrent Courses

*EDU	1010	Foundations Practicum
**EDU	2013	Secondary Clinical Field Experience
***EDU	4550	Secondary Methods Clinical Field Experience

Total **163 hours**

Department of Human Performance

Health and PE Education Major Objectives

A. **Majors and Non-Majors.** Students are required to demonstrate knowledge, understanding, skills, and attitudes relative to the following:

1. The value of exercise to one's health and physical fitness.

2. The components of health-related fitness and skill-related fitness.
3. Basic personal fitness evaluation and the development of a personal fitness program.
4. The role of proper nutrition in exercise and physical fitness.
5. Satisfactory development of one's ability to participate in a minimum of two lifetime sports.

B. **Majors.** In addition to the above objectives (1-4), students are required to demonstrate knowledge, understanding, skills and attitudes relative to the following:

1. Satisfactory development of a variety of sports skills.
2. First aid, safety, and CPR.
3. Functional human anatomy, physiology, and kinesiology.
4. The physiological effects of exercise on the human body.
5. Appropriate activities, instructional techniques and use of teaching aids for grades K-12 with able-bodied or disabled students.
6. Student evaluation procedures for health appraisal, physical education skills, and physical fitness.
7. Prevention, recognition, and management of injuries associated with physical activity.
8. The role of administrative and supervisory personnel in directing programs.
9. The history of physical education and athletics (including outstanding events, names, dates and places).
10. Current legal interpretations and liability concerns as they relate to the teaching of physical education and coaching.

C. PE Education teaching majors are required to take the same major curriculum as non-teaching PE majors. The same objectives apply to all programs.

B.S. IN PE EDUCATION (K–12 LICENSURE)

General Education Core			63 hours
ALH	2100	Public School Health	(3)
BIO	1510	General Biology I	(4)
CIS	1500	Computer Literacy*	(2)
COM	1010	Speech Communication	(3)
ENG	1020	English Composition	(3)
ENG	1080	Critical Reading, Writing, and Thinking	(3)
ENG	2000	World Literature	(3)
HIS	1400	World Civilization 1	(3)
HIS	1450	World Civilization 11	(3)
HPE	1000	Introduction to Health and Fitness	(1)
MAT	1040	Concepts of Mathematics	(4)
MUS	1500	Fine Arts	(3)
PHL	2010	Introduction to Philosophy	
		or	
PHL	3070	Ethics	(3)
PSY	2010	General Psychology	(3)
REL	2000	Introduction to Biblical Faith	(3)

REL	3000	Christian Tradition	(3)
REL	4000	Christian Life and Ministry	(3)
SCI	1600	Physical Science	(4)
SOC	2500	Family in Society	(3)
SPA or GER or FRE	1000	Elementary Language I *	(3)
General Elective			(3)

* CIS 1500 may be waived by a computer literacy test evaluated by the Business Department, or CIS 2000 may be substituted.

** Foreign Language may be waived on basis of 2 years of the same foreign language in high school, with a 2.0 average for the two years until Fall 2002.

Major **40 hours**

BIO	2000	Concepts of Anatomy and Physiology	(4)
HPE	1200	Swimming	(1)
HPE		Elective	(1)
HPE		Elective	(1)
HPE	2000	Foundations of Health, PE and Fitness	(3)
HPE	2400	Teaching Restrictive and Corrective PE	(2)
HPE	2500	First Aid, Safety, CPR and Emergency Management	(3)
HPE	3020	Teaching Lifetime Sports	(3)
HPE	3220	Methods and Materials in PE for Grades K-12***	(3)
HPE	3230	PE Activities in the Elementary School	(2)
HPE	3300	Tests and Measurements in Physical Education	(3)
HPE	3900	Administration and Supervision of Sport and Exercise	(3)
HPE	4090	Physiology of Exercise	(3)
HPE	4100	Kinesiology	(3)
HPE	4500	Senior Seminar in Physical Education	(2)

Choose three other courses from: (3)

HPE	1020	Racquetball (1)
HPE	1040	Golf (1)
HPE	1080	Badminton (1)
HPE	1100	Volleyball (1)
HPE	1110	Bowling (1)
HPE	1300	Tennis (1)

These additional studies are strongly recommended for physical education majors:

HPE	3500	Sport Medicine	(3)

At least two of the following courses: (4)

HPE	300B	Coaching Baseball (2)
HPE	300C	Coaching Basketball (2)
HPE	300E	Coaching Volleyball (2)
HPE	300F	Coaching Softball (2)

Minor in Professional Secondary K-12 **27 hours**

EDU	1500	Foundations of Education*	(3)
EDU/PSY	2515	Learning and Cognition in Pre-Adolescents and Adolescents	(3)
EDU	2555	Instructional Methods K-12**	(4)
EDU	2556	Methods for Effective Classroom Climates	(3)
EDU	3020	Educational Media and Microcomputers	(2)
EDU	3510	Reading and Writing in the Content Area	(3)
EDU	4600	Student Teaching Seminar	(3)
PSY	2175	Human Growth and Development	(3)
PSY	3411	Introduction to the Exceptional Learner	(3)

Field Experience			12 hours
EDU	1010	Foundations Practicum	(1)
EDU	2013	Secondary Clinical Field Experience	(1)
EDU	4550	Secondary Methods Clinical Field Experience	(1)
EDU	4660	Enhanced Student Teaching Elementary School***	
		or	
EDU	4670	Enhanced Student Teaching Secondary School***	(9)

*** Health concentration must add classroom experience in Health Student Teaching

Concurrent	Courses
*EDU 1010	Foundations Practicum
**EDU 2013	Secondary Clinical Field Experience
***EDU 4550	Secondary Methods Clinical Field Experience

Total 142 hours

Health Education Concentration (K-12 Licensure)*** 15 hours

For a second licensure in Health Education, the following courses are required.

BIO	2700	Nutrition	(3)
HPE	2040	Personal and Community Health	(3)
HPE	2200	Sexuality and Human Relations	(3)
HPE	2500	First Aid, Safety, CPR, and Emergency Management	(3)
PSY	3020	Drugs and Behavior	(3)

***Health concentration must add classroom experience in Health Student Teaching.

Department of Science and Mathematics
B.S. in Biology Education (7-12 Licensure)
B.S. in Chemistry Education (7-12 Licensure)
B.S. in Mathematics Education (7-12 Licensure)

Biology Education Major Mission Statement and Learning Outcomes

Mission Statement

The biology education major seeks to prepare graduates who have a broad-based understanding of biology including experimental and analytical laboratory technique that will prepare them to be effective teachers of life science/biology (grades 7–12).

Learning Outcomes

1. To have a broad-based understanding of biological concepts and principles.
2. To have acquired knowledge and skills in experimental and analytical techniques, including health and safety precautions for lab procedures.
3. To have considered ethical implications of biomedical technology so that informed decisions can be made in light of Christian beliefs and values.
4. To have developed analytical and critical thinking skills to apply to solving biological and ecological problems and to promote lifelong learning.
5. To be an effective life science/biology teacher in middle/high school (grades 7–12).

Chemistry Education Major Mission Statement and Learning Outcomes

Mission Statement

The chemistry education major seeks to prepare graduates who have broad-based understanding of chemistry, including experimental and analytical techniques, that will prepare them to be effective teachers of physical science/chemistry (grades 7–12).

Learning Outcomes

1. To have a broad-based understanding of chemical concepts and principles.
2. To have acquired knowledge and skills in experimental and analytical techniques, including health and safety precautions for the laboratory.
3. To have demonstrated analytical and critical thinking skills to apply to problems related to chemistry and to promote lifelong learning.
4. To be an effective physical science/chemistry teacher in middle/high school (grades 7–12).

Mathematics Education Major Mission Statement and Learning Outcomes

Mission Statement

The mathematics education major seeks to prepare graduates who are competent in reasoning and problem solving skills that will enable them to be effective teachers in secondary school.

Learning Outcomes

1. Be prepared to advance in their chosen profession.
2. Be able to construct, read, and understand mathematical proofs and apply mathematical tools and reasoning in problem solving
3. Be able to effectively communicate mathematical ideas

B.S. in Biology Education (7–12 Licensure)

The Teacher Education student majoring in Biology will be licensed to teach Biology, grades 9-12, and General Science, grades 7-8.

General Education Core			60 hours
ALH	2100	Public School Health	(3)
SCI	2100	Microcomputer Applications for Science and Mathematics	(3)
COM	1010	Speech Communication	(3)
ENG	1020	English Composition	(3)
ENG	1080	Critical Reading, Writing, and Thinking	(3)
ENG	2000	World Literature	(3)
HIS	1400	World Civilization I	(3)
HIS	1450	World Civilization II	(3)
HPE	1000	Introduction to Health and Fitness	(1)
HPE		Activity Courses	(2)
BUS	2010	Financial Stewardship	(2)
MAT	1510	Calculus I*	(3)

MUS	1500	Fine Arts	(4)
PHL	2010	Introduction to Philosophy	
		or	
PHL	3070	Ethics	(3)
PSY	2010	General Psychology	(3)
REL	2000	Introduction to Biblical Faith	(3)
REL	3000	Christian Tradition	(3)
REL	4000	Christian Life and Ministry	(3)
SOC	2500	Family in Society	(3)
SPA or GER or FRE	1000	Elementary Language I **	(3)
General Elective			(3)

*MAT 1310 or equivalent is a prerequisite to MAT 1510.

**Foreign Language may be waived on basis of 2 years of the same foreign language in high school, with a 2.0 average for the two years until Fall 2002.

Major **35 hours**

BIO	1510	General Biology I	(4)
BIO	1520	General Biology II	(4)
BIO	2100	Principles of Cell Biology	(3)
BIO	2820	Microbiology	(4)
BIO	3000	General Ecology	(3)
BIO	3720/3730	Genetics I, II	(6)
BIO	4335	Seminar in Biology	(1)
		Biology Electives	(10)

Support Courses for Biology Education Major **28 hours**

CHE	1040/1050	General Chemistry I, II	(8)
CHE	2010/2020	Organic Chemistry I, II	(8)
PHY	2110/2120	General Physics I and II	(8)
SCI	2510	Earth and Space Science	(4)

Minor in Professional Secondary 7-12 **31 hours**

EDU	1500	Foundations of Education*	(3)
EDU/PSY	2515	Learning and Cognition in Pre-Adolescents and Adolescents	(3)
EDU	2555	Instructional Methods K-12**	(4)
EDU	2556	Methods for Effective Classroom Climates	(3)
EDU	3020	Educational Media and Microcomputers	(2)
EDU	3510	Reading and Writing in the Content Area	(3)
EDU	4600	Student Teaching Seminar	(3)
PSY	2175	Human Growth and Development	(3)
PSY	3411	Introduction to the Exceptional Learner	(3)
PSY	4020	Educational Tests and Measurements	(2)
SCI	3600	Materials and Methods for Teaching Science in the Secondary School***	(2)

Field Experience **12 hours**

EDU	1010	Foundations Practicum	(1)
EDU	2013	Secondary Clinical Field Experience	(1)
EDU	4550	Secondary Methods Clinical Field Experience	(1)
EDU	4670	Enhanced Student Teaching Secondary School	(9)

Concurrent Courses

*EDU	1010	Foundations Practicum
**EDU	2013	Secondary Clinical Field Experience
***EDU	4550	Secondary Methods Clinical Field Experience

Total **166 hours**

B.S. in Chemistry Education (7-12 Licensure)

Teacher Education students majoring in Chemistry will be licensed to teach Chemistry, grades 9-12, and General Science, grades 7-8.

General Education Core			64 hours
ALH	2100	Public School Health	(3)
BIO	1510	General Biology I	(4)
SCI	2100	Microcomputer Applications for Science and Mathematics	(3)
COM	1010	Speech Communication	(3)
ENG	1020	English Composition	(3)
ENG	1080	Critical Reading, Writing, and Thinking	(3)
ENG	2000	World Literature	(3)
HIS	1400	World Civilization I	(3)
HIS	1450	World Civilization II	(3)
HPE	1000	Introduction to Health and Fitness	(1)
HPE		Activity Courses	(2)
BUS	2010	Financial Stewardship	(2)
MUS	1500	Fine Arts	(3)
PHL	2010	Introduction to Philosophy	
		or	
PHL	3070	Ethics	(3)
PHY	2110	General Physics I	(4)
PSY	2010	General Psychology	(3)
REL	2000	Introduction to Biblical Faith	(3)
REL	3000	Christian Tradition	(3)
REL	4000	Christian Life and Ministry	(3)
SOC	2500	Family in Society	(3)
SPA or GER or FRE	1000	Elementary Language I*	(3)
General Elective			(3)

*Foreign Language may be waived on basis of 2 years of the same foreign language in high school, with a 2.0 average for the two years.

Major			35 hours
CHE	1040/1050	General Chemistry	(8)
CHE	2010/2020	Organic Chemistry	(8)
CHE	2530	Analytical Chemistry	(5)
CHE	3220	Advanced Inorganic Chemistry	(3)
CHE	3510	Biochemistry	(4)
CHE	4010	Physical Chemistry I	
		or	
CHE	4020	Physical Chemistry II	(4)
CHE	4335	Seminar in Chemistry	(1)
Chemistry Electives			(2)

Support Courses for Chemistry Education Major			16 hours
MAT	1510/1520	Calculus I, II	(8)
		(instead of General Education Math)	
PHY	2120	General Physics II	(4)
SCI	2510	Earth and Space Science	(4)

Minor in Professional Secondary			31 hours
EDU	1500	Foundations of Education*	(3)
EDU/PSY	2515	Learning and Cognition in Pre-Adolescents and Adolescents	(3)

EDU	2555	Instructional Methods K-12**	(4)
EDU	2556	Methods for Effective Classroom Climates	(3)
EDU	3020	Educational Media and Microcomputers	(2)
EDU	3510	Reading and Writing in the Content Area	(3)
EDU	4600	Student Teaching Seminar	(3)
PSY	2175	Human Growth and Development	(3)
PSY	3411	Introduction to the Exceptional Learner	(3)
PSY	4020	Educational Tests and Measurements	(2)
SCI	3600	Materials and Methods for Teaching Science in the Secondary School***	(2)

Field Experience **12 hours**

EDU	1010	Foundations Practicum	(1)
EDU	2013	Secondary Clinical Field Experience	(1)
EDU	4550	Secondary Methods Clinical Field Experience	(1)
EDU	4670	Enhanced Student Teaching Secondary School	(9)

Concurrent Courses

*EDU	1010	Foundations Practicum
**EDU	2013	Secondary Clinical Field Experience
***EDU	4550	Secondary Methods Clinical Field Experience

Total **158 hours**

B.S. in Mathematics Education (7-12 Licensure)

General Education Core **64 hours**

ALH	2100	Public School Health	(3)
SCI	2100	Microcomputer Applications for Science and Mathematics	(3)
COM	1010	Speech Communication	(3)
ENG	1020	English Composition	(3)
ENG	1080	Critical Reading, Writing, and Thinking	(3)
ENG	2000	World Literature	(3)
HIS	1400	World Civilization I	(3)
HIS	1450	World Civilization II	(3)
HPE	1000	Introduction to Health and Fitness	(1)
HPE		Activity Courses	(2)
BUS	2010	Financial Stewardship	(2)
MUS	1500	Fine Arts	(3)
PHL	2010	Introduction to Philosophy	
		or	
PHL	3070	Ethics	(3)
PSY	2010	General Psychology	(3)
REL	2000	Introduction to Biblical Faith	(3)
REL	3000	Christian Tradition	(3)
REL	4000	Christian Life and Ministry	(3)
SCI	1500	Life Science	(4)
SCI	1600	Physical Science	(4)
SOC	2500	Family in Society	(3)
SPA or GER or FRE	1000	Elementary Language I*	(3)
General Elective			(3)

*Foreign Language may be waived on basis of 2 years of the same foreign language in high school, with a 2.0 average for the two years until Fall 2002.

Major			34 hours
MAT	1510/1520	Calculus I, II**	(8)
MAT	2150	Introduction to Mathematical Software and Programming	(3)
MAT	2510	Calculus III	(4)
MAT	2600	Introduction to Abstract Mathematics	(3)
MAT	3000	Theory of Probability and Mathematical Statistics	(3)
MAT	3010	Discrete Methods	(3)
MAT	3080	Foundations of Geometry	(3)
MAT	3090	Linear and Matrix Algebra	(3)
MAT	4060	Modern Algebra	(3)
MAT	4335	Seminar in Mathematics	(1)

**MAT 1310 is a prerequisite to MAT 1510

Minor in Professional Secondary 7-12			31 hours
EDU	1500	Foundations of Education*	(3)
EDU/PSY	2515	Learning and Cognition in Pre-Adolescents and Adolescents	(3)
EDU	2555	Instructional Methods**	(4)
EDU	2556	Methods for Effective Classroom Climates	(3)
EDU	3020	Educational Media and Microcomputers	(2)
EDU	3510	Reading and Writing in the Content Area	(3)
EDU	4600	Student Teaching Seminar	(3)
MAT	3060	Teaching Mathematics in the Secondary School***	(2)
PSY	2175	Human Growth and Development	(3)
PSY	3411	Introduction to the Exceptional Learner	(3)
PSY	4020	Educational Tests and Measurements	(2)

Field Experience			12 hours
EDU	1010	Foundations Practicum	(1)
EDU	2013	Secondary Clinical Field Experience	(1)
EDU	4550	Secondary Methods Clinical Field Experience	(1)
EDU	4670	Enhanced Student Teaching Secondary School	(9)

Concurrent Courses		
*EDU	1010	Foundations Practicum
**EDU	2013	Secondary Clinical Field Experience
***EDU	4550	Secondary Methods Clinical Field Experience

Total **141 hours**

Post Baccalaureate Program

This program is organized to provide service for three different types of students:

Type 1. Students who hold a baccalaureate degree and wish to take classes leading to recommendation for initial teacher licensure. These students will NOT earn credits toward another degree.

Type 2. Students who want to add an additional area of endorsement to their current teacher license.

Type 3. Students who need course work to satisfy requirements for renewal of their current teacher license or who want course work for professional development or personal enrichment.

General Information

Students who hold a Bachelor's degree can attend Trevecca Nazarene University under the auspices of the Post Baccalaureate Office for a very nominal tuition rate which is

approximately 1/3 the rate of the regular undergraduate tuition. Any undergraduate classes offered by the University are available at this rate.

For the convenience of our students, application for admission and class registration may take place in the Post Baccalaureate Office. Call (615) 248-1233 or e-mail: admissions_bac@trevecca.edu.

Education Course Descriptions

EDUCATION COURSES

Students who will be doing their student teaching in the next semester will be given priority for any methods courses.

EDU 1010—Foundations Practicum in Education (1)
Observation and participation in the schools. Required of teacher education students, taken in conjunction with EDU 1500 in the freshman or sophomore year. Forty (40) hours of field experience are completed in these areas: classroom observation, classroom material preparation, and classroom learning. Permission required. Graded S-U. Fee charged. Fall. Spring.

EDU 1500—Foundations of Education (3)
Surveys the historical, social, philosophical, and psychological foundations of the American school system with emphasis on an introduction to the teaching profession. Designed to be the first course taken in the teacher education program. Two important processes are part of the course: Application to the Teacher Education Program and the PPST (a basic skills test mandated by the State of TN). Registrants in the course must meet at least one of the following standards: an ACT Composite Score of 21 or 22 Enhanced (taken since October 1989), or SAT combined verbal and mathematics score of 920 or 1020 on the recentered SAT (taken since April 1, 1995), a 2.5 Grade Point Average, or passing scores on the PPST. Fee charged. Permission required. Fall. Spring.

EDU 2011—Early Years Clinical Field Experience (1)
Observation, participation, and teaching in a public school kindergarten setting. Required of teacher education students, taken concurrently with EDU 2555 and EDU 2556. Forty (40) hours of field experience are required. Graded S/U. Fee charge. Permission required. Fall. Spring.

EDU 2012—Middle Years Clinical Field Experience (1)
Observation, participation, and teaching in Grade 7 or 8 in a public school setting. Required of teacher education students, taken concurrently with EDU 2555 and EDU 2556. Forty (40) hours of field experience are required. Graded S-U. Fee charged. Permission required. Fall. Spring.

This course will no longer be offered after the Fall semester of 2003.

EDU 2013—Secondary Clinical Field Experience (1)
Observation, participation, and teaching in a public school setting. Required of teacher education students seeking a secondary licensure as follows: majors with K- 12 licensure, classroom experiences in early grades K-4; majors with 7-12 licensure, classroom experiences in middle grades 7-8. Taken concurrently with EDU 2555 and EDU 2556. Forty (40) hours of field experience are required. Graded S-U. Fee charged. Permission required. Fall. Spring.

EDU/COM 2060-2070—Sign Language for the Deaf I, II (3), (3)
Teaches the basic hand signs needed for working with deaf and hard of hearing persons in church and school settings. Interpreting signing is also taught. 2060—Fall. 2070—Spring. Alternate years.

EDU/PSY 2505—Learning and Cognition in Children (3)
A developmental approach to cognition in children is explored within the context of major learning theories. Brain research, learning modalities, and metacognition are also examined. Prerequisites: PSY 2010 and PSY 2175. (PSY 2175 may be taken concurrently.) EDU 1500 for Teacher Education students. Fall. Spring.

EDU/PSY 2515—Learning and Cognition in Pre-Adolescents and Adolescents (3)
A developmental approach to cognition in pre-adolescents and adolescents is explored within the context of major learning theories. Brain research, learning modalities, and metacognition are also examined. Prerequisites: PSY 2010 and PSY 2175. (PSY 2175 may be taken concurrently.) EDU 1500 for Teacher Education students. Fall. Spring.

EDU 2555—Instructional Methods K-12 (4)
A general introductory methods course which is a prerequisite for all professional core courses. Focuses on the major traditional and current instruction and discipline models that have affected the field of education. Prepares the student to use current "best practices" in their classroom teaching. Unit development, lesson planning, instructional strategies and assessment will be presented with the Tennessee Instructional Model. MUST BE TAKEN CONCURRENTLY WITH EDU 2556. Should be taken no later than first semester junior year. The Praxis II Series, Principles of Learning and Teaching should be taken by the end of the semester. Corequisite: EDU 2011, 2012, or 2013 and 2556. Prerequisite: EDU/PSY 2505 or 2515 and admission into the Teacher Education Program. Permission required. Fall. Spring.

EDU 2556—Methods for Effective Classroom Climates (3)
A general introductory course on behavior management and classroom climate which is a prerequisite for all professional core courses. Focuses on the major traditional and current behavior management theorists and strategies. Prepares the student to use effective strageties for developing a safe but invigorating classroom climate. The creation of a position plan paper and its implementation in a classroom with subsequent re-evaluation of the plan and the teacher's implementation strategies are included within this course. MUST BE TAKEN CONCURRENTLY WITH EDU 2555. Should be taken no later than first semester junior year. The Praxis II Series, Principles of Learning and Teaching should be taken by the end of the semester. Corequisite: EDU 2011, 2012, or 2013 and 2555. Prerequisite: EDU/PSY 2505 or 2515 and admission into the Teacher Education Program. Permission required. Fall. Spring.

EDU 3020—Educational Media and Microcomputers (2)
Focuses on media and specific technology appropriate to teaching. Includes introduction to various equipment, material, and software and their use. Computer assisted instruction and management techniques are presented. Prerequisites: CIS 1500, admission to the Teacher Education Program, EDU 2505 or 2515. Prerequisite or Corequisite. Fee charged. Fall. Spring.

EDU/PSY 3205—Language Development (3)
An in-depth study of the development of language in children. Topics include language acquisition, developmental processes of language, language as foundation of early thought, socialization, role of caregiver, ethnic and cultural diversity, and modeling language. Prerequisite: EDU/PSY 2505. Fall.

EDU 3210—Early Learning Environments and Programming (3)
Explores the climate and culture of effective environments and programming within the school setting. Trends in teaching and learning, current and established programs, and related research will be investigated. Prerequisite: EDU/PSY 2505. Fall.

EDU 3305—Expressive Arts Grades K-8 (3)
The teaching of language skills including listening, speaking, writing, handwriting, spelling, grammar and usage, with emphasis on the child's total language development. Teaching procedures of music and art instruction for grades K-8 will be integrated throughout the course. A micro-teaching experience in an elementary school is required. Fee charged. Prerequisite: EDU 3205 (may be taken concurrently) or EDU/PSY 2505 or EDU/PSY 2515, EDU 2555, and admission to the Teacher Education Program. Fall. Spring.

EDU 3315—Social Studies and Humanities Grades K-8 (3)
Focuses on current trends, strategies, and materials for teaching social studies and related humanities in grades K-8. Students are given opportunities to select, integrate, and translate the knowledge and methods of social science disciplines in developing curriculum appropriate to early childhood and the elementary grades. A micro-teaching experience in an elementary school is required. Fee charged. Prerequisite: EDU/PSY 2505 or EDU/PSY 2515, EDU 2555, and admission to the Teacher Education Program. Fall. Spring.

EDU 3320—Math and Science Grades K-8 (3)
Focuses on current trends, strategies, and materials for teaching mathematics and science in grades K-8. Emphasizes the developmental approach and the guided discovery method. A micro-teaching experience in elementary school is required. Fee charged. Prerequisite: EDU/PSY 2505 or EDU/PSY 2515, EDU 2555, and admission to the Teacher Education Program. Fall. Spring.

EDU 3510—Teaching Reading and Writing in the Content Areas (3)
The teaching of reading and writing in the various subject matter fields at the secondary level. Stresses skills of vocabulary building, comprehension and writing as well as skills and methods of motivating adolescents to read and write. Classroom observation and analysis in a secondary school is required. Prerequisite: EDU/PSY 2515 and EDU 2555. Spring.

EDU 3900—Advanced Signing (3)
Designed to enhance the student's ability to communicate more effectively with people who are deaf through the use of vocabulary learned in previous courses. Prerequisites: EDU/COM 2060 and 2070.

EDU 4020—Child Care Administration and Community Relations (3)
Study of the organization and administration of a child care center with attention given to the care of infants and toddlers. Includes an emphasis on school-parent-community relations. Fall. Spring.

EDU 4040—Play in Early Childhood Education (3)
Focuses on the creative and developmental potential of play in early childhood and the elementary years. The cognitive and social aspects of the young child's play as a foundation to learning are emphasized. Various theories of play are investigated. Prerequisite: EDU/PSY 2505. Spring.

EDU 4075—Clinical Experience in Child Care (4)
Observation and teaching of the preschool child in a group setting. This clinical experience is the culminating requirement of the Child Care Program. A minimum of 150 contact hours is required in a preschool classroom. Permission required. Graded S-U. Fee charged. Fall. Spring.

EDU 4125—Reading and Writing Grades K-8 (3)
Focuses on the integration of reading and writing instruction throughout the K-8 curriculum. Emphasis is placed on the objectives, developmental skills, material, techniques, and the processes of assessing, diagnosing, and correcting reading and writing. Instruction includes a holistic view of literacy development. A clinical field

experience in both diagnosis and remediation in an elementary school is required. Fee charged. Prerequisite: EDU 3205, EDU/PSY 2505 or EDU/PSY 2515, EDU 2555, and admission to the Teacher Education Program. Fall. Spring.

EDU 433F—Field Experience in Education (1-4)
Specialized field experiences in both school and non-school settings. Prerequisite: Permission of the Director of Teacher Education. Graded S-U. Fee charged. Fall Spring.

EDU 433R—Readings in Education (1)
A study of outstanding writings in Education. Prerequisite: Permission of the director of teacher education. Fall. Spring.

EDU 4330—Directed Study in Education (1-3)
Consists of special projects and specialized research in Education. Prerequisite: Permission of the director of teacher education. Fall. Spring.

EDU 4550—Secondary Methods Clinical Field Experience (1)
Required for K–12 and 7–12 teacher education students, taken concurrently with methods course for teaching major. Forty (40) hours of field experience are completed in these areas: classroom observation, classroom material preparation, small and large group instruction. Permission required. Graded S/U. Fee charged. Fall, Spring.

EDU 4600—Student Teaching Seminar (3)
Taken in conjunction with enhanced student teaching. Focuses on the application and analysis of knowledge and teaching skills in the classroom, lesson and unit planning, classroom management, discipline models, and current professional issues. Permission required. Fall. Spring.

EDU 4650—Enhanced Student Teaching Elementary School (9)
Required as the culminating fifteen-week, semester-long experience of all who are specializing in elementary education (K-8). Enhanced student teaching consists of full-day classroom observation and practice teaching in two elementary public schools: one 7 1/2-week placement in grades K-4 and one 7 1/2-week placement in grades 5-8. Corequisite: EDU 4600 Student Teaching Seminar. Prerequisite: Admission to Student Teaching. Graded S-U. Fee charged. Permission required. Fall. Spring.

EDU 4670—Enhanced Student Teaching Secondary School (9)
Required as the culminating fifteen-week, semester-long experience for all who are seeking a secondary license. Consists of full-day classroom observation and practice teaching in the major curricular area in two public schools: one 7 1/2-week placement in a middle school grades 7-8 and one 7 1/2-week placement in a secondary school grades 9-12. Physical Education majors seeking a K-12 license will have placements in early elementary grades K-4 and middle/secondary grades 5-12. Music majors seeking a K-12 license will have placements in elementary grades K-6 and secondary grades7-12. Corequisite: EDU 4660 Student Teaching Seminar. Prerequisite: Admission to Student Teaching. Graded S-U. Fee charged. Permission required. Fall. Spring.

POST BACCALAUREATE SUMMER CLASS COURSE DESCRIPTIONS

ENG 316W—Linguistics (3)
This course is an introduction to the study of human language and designed to aid teachers of English as a second language. It will describe the important characteristics of human language, introduce concepts and terminology pertinent to the study of human language, and apply these concepts and terms to linguistic phenomena and situations.

EDU 332W—Integrated Instruction (K-3) (3)
This workshop will focus on ways of inte-

grating curriculum. Emphasis will be placed on using quality literature and writing. Participants will have opportunities to develop strategies for using technology and content area material. This will be a jam-packed course, full of practical, holistic ideas to take back to your classroom.

EDU 333W—Integrated Instruction (4-8) (3)
Same as the course listed above except the emphasis will be for grades 4-8.

EDU 338W—Camp Achievement (2)
Camp Achievement is a 5-day professional development workshop for teachers. Its purpose is to train educators in strategies that will raise the achievement levels of low achieving students. Emphasis will be placed on mathematics, language arts and critical thinking.

EDU 348W—The A.D.D. Student in the Regular Classroom (3)
What can and should be done with the A.D.D. student? How can his/her needs be met within a classroom with regular non-handicapped students. What are their special needs? What place does medication play in this process?

EDU 349W—Coping With the Deficit (Strategies for Educating AD/HD Students) (3)
This course offers a practical approach for educating students with Attention Deficit/Hyperactivity Disorder. Help students master the skills of self-monitoring, impulse control, attention focusing, effort sustaining, and other success building techniques. This course is filled with practical, everyday tips to enable you to deal successfully with these special students, their parents, and their physicians. Discover ways to boost self-esteem and acceptance in ALL students.

EDU 352W—School Law and You (3)
Lawsuits involving teachers are on the increase. Isn't it time you became aware of your legal rights and responsibilities so that you may avoid needless litigation and operate within your constitutional rights in carrying out your daily assignment in the classroom? This class will give you an overview on how state and federal courts are ruling on important educational issues involving teachers and students. Come share the excitement as you and other teachers gain a wealth of knowledge which will benefit you throughout your career.

EDU 355W/COM 2350—Creative Drama (3)
This course is not concerned with play production, acting, or any of the theatrical entertainment aspects of drama. The course focuses on drama used solely as a therapeutic and educational tool in the classroom. Participants in the course will focus on creative leadership and teaching strategies that include the following: conflict resolution through drama, critical thinking and life skills development, historical reenactment techniques in social studies, "teacher-in-role" role playing, imagination exploration, values through game-playing, creative drama for special needs, and drama-in-education techniques for creatively teaching all subjects.

EDU 357W—Teaching Effectiveness: The Tennessee Model (3)
This course will look at what research says about effective education. You will discover the exciting world of education and create your personal "survival plan." This course is great for those planning to pursue Career Ladder or for those who want to be revitalized in the classroom.

EDU 365W—Financial Planning for Educators (3)
The course is designed to enlighten the educator in the various ways to plan for financial security. A basic understanding will be developed in the areas of stock market, annuities, CD's, real estate, and personal business.

EDU 380W—Techniques of Storytelling (2)
Helps classroom teachers, librarians, and others develop techniques in the effective use of the art of storytelling.

EDU 383W—Creative Teaching through Puppetry (3)
Provides instruction and experiences in the making of puppets and writing scripts for implementing puppetry into the classroom. Puppet stories will be practiced and presented during the course.

EDU 385W—Conflict Management in School (3)
To aid the educator with discipline concerns, this course involves mediation training through the modeling approach and investigative research. The course includes the exploration of successful school mediation models and emphasizes the importance of conflict resolution through peer involvement. Areas of interest include the educator's role, the selection of peer mediators, and mediation training.

EDU 388W—Coping with Difficult Students (3)
In regular and special education classrooms teachers are confronted with many difficult students. Problems with these students are compounded by excessive time demands placed on teachers, leaving teachers with a sense of powerlessness. This course will assist teachers by stressing: identification of student problems, understanding why problems occur, management techniques for classroom management, and practical techniques for managing difficult behaviors in order to focus on helping students to reach their academic potential.

EDU 389W—Teacher Aide—The Computer (3)
Expand your Claris Works skills—database, spreadsheet, and slide show. Multimedia is a great way to hook the students' attention. We will investigate the art of digital photography with PhotoDeluxe and the Internet, produce posters and other bulletin board aids, and discover how to create presentations with HyperStudio.

EDU 390W—Using Internet Sources (3)
An introduction to the World Wide Web and its many components. Learn how to use Netscape to search the Web with Yahoo, Webcrawler and other search engines. Determine what makes a good site. How to use the WWW when you have computers not connected to the Web.

EDU 391W—Using Multimedia in the Classroom (3)
If you can do word processing and know spreadsheets and windows, you can expand your skills and bring multimedia into the classroom. Multimedia is a great way to hook students' attention. We will investigate the art of digital photography, use software and the Internet to produce posters and other bulletin board aids, and put together some great presentations.

EDU 392W—Using the Internet (3)
An introduction to the World Wide Web (WWW) and its many components. Learn how to search the Web with Yahoo, Webcrawler, AltaVista, Go.COM and other search engines. Determine what makes a good site. Learn to use the WWW when you have computers not connected to the Web, and leave this class with many usable resources for you and your students.

EDU 406W—Computers in the Classroom (2)
Acquaints teachers with opportunities and methods for using computers in the classroom. Instruction is facilitated through hands-on use of computers. No prior knowledge of computers is necessary.

EDU 410W—Computers in the Classroom (ClarisWorks) (2)
Includes use of word processor, database, spread sheet in the classroom. Instruction is facilitated through hands-on use of computers. No prior knowledge of computers is necessary.

EDU 414W—Cooperative Learning: How and Why (2)
After a brief review of the basic principles of cooperative learning, the students will develop lessons dealing with the art of teaching cooperative skills to all age levels. Various topics will be included such as: Cooperative learning and the gifted and the mainstreamed child. Cooperative learning and conflict resolution. How to write and evaluate cooperative lessons.

EDU 424W—Math Activities for the Middle School, Grades 5-8 (3)
Provides a variety of activities which can be used to teach mathematics in grades 5-8. Many concrete materials are explored, and their application in teaching a wide variety of topics is examined.

EDU 427W—Becoming a Tech-Savvy Librarian (3)
User instruction, one of the most important roles of the Library Information Specialist, will be the focus of this class. Teaching users to search, evaluate, and cite sources from Internet search engines, online databases, CD-ROM databases, and other electronic sources is vital to a successful library program. Keeping faculty and staff abreast of advances in instructional technology and integrating this technology into the curriculum is another vital role of the Information Specialist. This course provides 3 hours of undergraduate/continuing education credit.

EDU 430W—How Critical Are Critical Thinking Skills (3)
This workshop will: 1) consider the importance of teaching students to think critically across the curriculum and 2) explore innovative strategies for promoting critical thinking skills across disciplines in both the middle and secondary grades.

EDU 435W—Tennessee History Seminar-Tour of Middle Tennessee (3)
Seminar designed to inform and stimulate interest in state and local history at preservation by using Tennessee sites and personalities as models. The class will visit selected locations illustrating various periods in Middle Tennessee history, especially early settlement to Civil War period.

EDU 436W—Tennessee History Seminar-Tour of East Tennessee (3)
Seminar designed to inform and stimulate interest in state and local history and preservation by using Tennessee sites and personalities as models. The class will visit selected locations illustrating various periods in East Tennessee history, especially early settlement to Civil War period.

EDU 437W—Tennessee History Seminar-Tour of West Tennessee (2)
Seminar designed to inform and stimulate interest in state and local history an preservation by using Tennessee sites and personalities as models. The class will visit selected locations illustrating various periods in West Tennessee history, especially early settlement to Civil War period.

EDU 442W—Inclusion: A Practical Solution (3)
What does inclusion mean in the regular classroom? How can I make it work? What impact will it have on scheduling? On Classroom Atmosphere? On planning? What are the legal ramifications? Will one have to deal with IEP's? Answers to these questions will be considered in this course.

EDU 455W—Successful Grant Writing (2)
From original idea to successful funding, the course takes students step-by-step through the grant-writing process. In large and small group activities, students will examine sample grant materials, identify funding sources, develop project ideas and write individual proposals for evaluation by their peers. One funded proposal more than pays for the course.

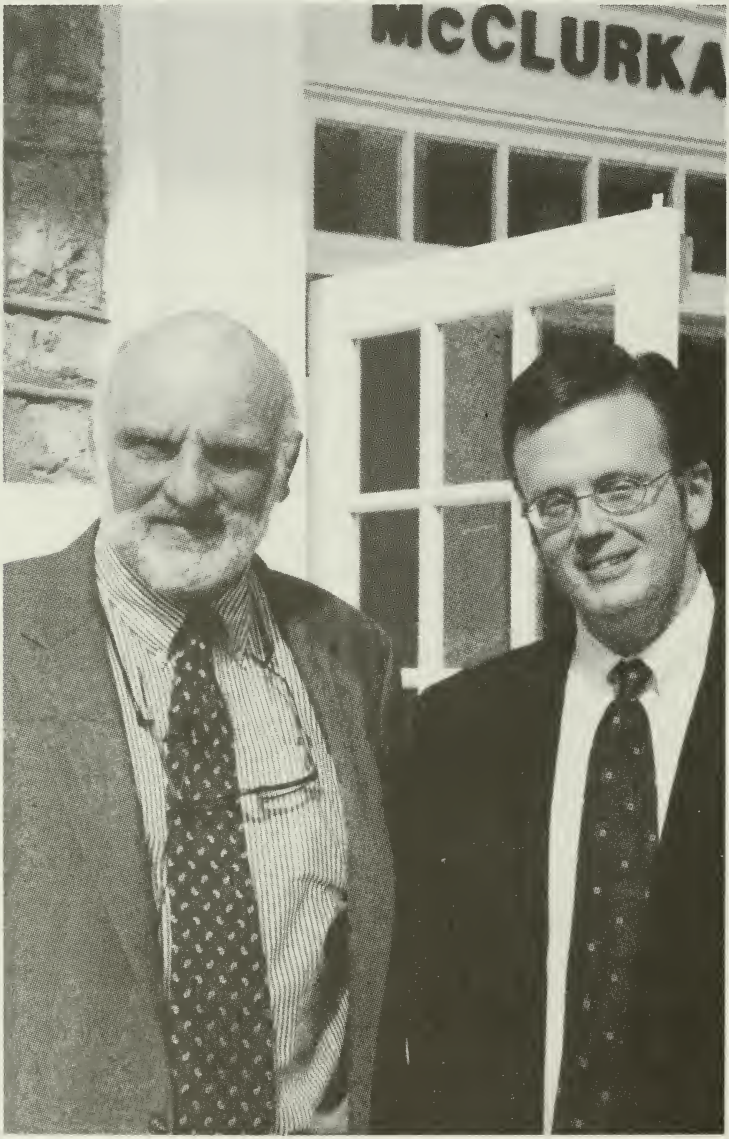
EDU 461W—Effective Discipline Strategies (3)
Exploration of the causes and of procedures for dealing with school discipline problems;

includes topics such as classroom control, instructional management, student learning, and parent relationships.

EDU 466W—Hands-On-Math (3)
Designed to actively involve participants in developing appropriate techniques, strategies, and materials for helping children learn mathematics. Emphasizes a child-oriented approach, a cognitive-constructivist view of learning, and meaningful connections of concepts with symbols and procedures.

EDU 467W—Science With Everyday Items (3)
The workshop will be activity oriented, emphasizing use of readily available and inexpensive materials such as kitchen supplies, toys, etc. "Hands-on/Minds-on" activities will be stressed. Activities will relate to selected concepts in earth and space science, life science and physical science. Use of discrepant event demonstrations, effective questioning skills, and other specific teaching strategies will be included.

EDU 4140—Diagnosis and Remediation of Reading Disabilities (3)
The nature and causes of reading disabilities and ways of diagnosing and remediating them will be studied.


MCCLURKA

School of Religion

FACULTY

TIMOTHY M. GREEN, Dean, School of Religion; Coordinator, Department of Religion and Philosophy, Professor of Religion, 1991—
B.A., Olivet Nazarene College, 1983; M.A., Ph.D., Vanderbilt University, 1997.

HENRY W. SPAULDING, II, Dean, School of Arts and Science; Director, Graduate Religion Program; Professor of Theology and Philosophy, 1995—
B.A., Trevecca Nazarene University, 1974; M.Div., Nazarene Theological Seminary, 1977; Ph.D., The Florida State University, 1982.

DEAN G. BLEVINS, Associate Professor of Christian Education; Director of Christian Ministry Institute, 1994—
B.A., North Carolina State University, 1978; M.R.E., Nazarene Theological Seminary, 1991; Ph.D., Claremont School of Theology, 1999.

WILLIAM M. GREATHOUSE, Distinguished Professor, 1946-1968; 1989—
B.A., Lambuth College, 1941; Th.B., Trevecca Nazarene University, 1943; M.A., Vanderbilt University, 1948.

STEVEN T. HOSKINS, Associate Professor of Religion, 1995—
B.A., Trevecca Nazarene University, 1986; M.Div., Nazarene Theological Seminary, 1990; Ph.D. Candidate, St. Louis University.

CLINTON ANDREW JOHNSON, Jr., Associate Professor of Religion, 1998—
B.S., Trevecca Nazarene University, 1982; M.Div., Nazarene Theological Seminary, 1989; Th.D. Luther Seminary, 1995.

MILLARD C. REED, Professor of Pastoral Theology, 1991—
B.A. Olivet Nazarene College, 1955; M.Div., Eden Theological Seminary, 1961; D. Min., Vanderbilt University, 1979.

DANIEL B. SPROSS, Professor of Biblical Theology and Literature, 1988—
B.A., Point Loma Nazarene College, 1971; M.A., Mennonite Brethren Biblical Seminary, 1979; M.Div., Nazarene Theological Seminary, 1981; Ph.D., Southern Baptist Theological Seminary, 1988.

School of Religion

The School of Religion offers undergraduate majors in Religion and Religious Studies. The Religion major provides a curriculum to prepare persons both for various areas of Christian service and for graduate study in religion. The student majoring in Religion will minor in one of five professional areas: Pastoral Ministry, Christian Education, Youth Ministry, Compassionate Ministry or Worship Ministry. The requirements for Pastoral Ministry are designed to meet the requirements for ordination as Elder in the Church of the Nazarene. Likewise, the requirements for Christian Education, Youth Ministry and Worship Ministry are designed to meet the requirements for Deacon's Orders in the Church of the Nazarene. The Religious Studies major is designed for those students who desire to study Religion as a second major. The School serves the University in the general education area by providing introductory level courses in Bible, doctrine and philosophy as well as a senior seminar designed to integrate faith, learning and Christian living.

Minors offered through the school include: (1) Biblical Studies, (2) Religious Studies, (3) Philosophy, (4) New Testament Greek, (5) Biblical Hebrew, (6) Biblical Languages, (7) Christian Education, (8) Youth Ministry, and (9) Compassionate Ministry.

The School of Religion also offers the Master of Arts in Religious Studies with an emphasis in Bible, Theology or Practics in order to provide advanced and specialized study beyond the baccalaureate degree. Beginning in the summer of 2002, the School of Religion wil also offer the Doctorate of Arts in Theology and Bible.

Outcomes of the Religion Major:

A graduate with this major should:

1. Envision the practice of the pastoral arts with Christian imagination.
2. Carry out disciplined reflection on the Christian faith.
3. Embody the habits and practices of the Christian faith.
4. Know the significant events, persons, and themes of the biblical narrative.
5. Be acquainted with current exegetical methods and practices.
6. Define the Christian faith with special attention to the place of the Wesleyan-holiness tradition within it.
7. Know the major movements of the history of the Christian Church.
8. Understand the history and polity of the Church of the Nazarene within the history of the Christian Church.
9. Define the major figures and movements of philosophy.
10. Understand the significance of philosophical reflection for theological understanding.
11. Within the context of the above outcomes, know and demonstrate rudimentary skills in the practice of professional Christian ministry in the areas of:

    a. preaching and teaching
    b. leadership and discernment
    c. worship and the administration of the sacraments
    d. compassionate service and evangelism
    e. congregational administration and care

B.A. IN RELIGION

As a professional major, the Religion Major will be supplemented by one of five required professional minors: Pastoral Ministry, Christian Education, Youth Ministry, Compassionate Ministry, or Worship Ministry.

General Education **48 hours**

Variations for General Education for Religion and Religious Studies Majors

- PHL 2010 and REL 3000 will be waived in lieu of two upper division philosophy courses and THE 4140 and THE 4150 which are part of the core curriculum.
- Greek or Hebrew is a required substitute for foreign language.
- Two courses in church history meet the Institutional Requirement.
- For Behavioral Choice: PSY 2010 is required for professional minors in Pastoral, Youth, and Worship Ministries and Christian Education; SOC 2010 for professional minors in Compassionate Ministry.

Major	**45 hours**
Upper Division Bible (inc. BIB 2990, one OT course and one NT course)	(12)
Philosophy (choose from PHL 3000, 3010, 3020, 3070, 3140,4010)	(6)
Church History (inc. CHI 3040, 3060)	(9)
Old and New Testament Theology	(6)
Systematic Theology I and II	(6)
Theology of Holiness	(3)
Second Semester of Biblicl Language	(3)

Pastoral Ministry Professional Minor			**19 hours**
PRA	1010	Perspectives in Christian Ministry	(1)
PRA	3105/3110	Principles of Preaching/ Biblical Preaching	(4)
PRA	3000	Evangelism and Missions	(3)
CED	3060	Foundations of Christian Education	
		or	
CED	3080	Education Ministry in the Church	(3)
PRA	3300	Pastoral Theology	(2)
PRA	3310	Pastoral Care and Counseling	(2)
PRA	3320	Pastoral Administration and Leadership	(2)
PRA	4500	Field Education	(2)

Christian Education Professional Minor			**19 hours**
PRA	1010	Perspectives in Christian Ministry	(1)
PRA	3000	Evangelism and Missions	(3)
CED	3060	Foundations of Christian Education	(3)
CED	3080	The Educational Ministry of the Church	(3)
CED	4110	The Christian Education Minister	
		or	
CED	4150	Congregational Development	(3)
CED	3140	Orientation to Field Education	(1)
CED	3150	Field Education in Christian Education	(2)
CED	4680	Issues in Associate/Educational Ministry	(3)

Youth Ministry Professional Minor			**19 hours**
PRA	1010	Perspectives in Christian Ministry	(1)
PRA	3000	Evangelism and Missions	(3)
CED	3060	Foundations of Christian Education	(3)

CED	3080	The Educational Ministry of the Church	(3)
CED	4130	Youth Ministry	(3)
CED	3140	Orientation to Field Education	(1)
CED	3160	Field Education in Youth Ministry	(2)
CED	4680	Issues in Associate/Educational Ministry	(3)

Compassionate Ministry Professional Minor **18 hours**

PRA	1010	Perspectives in Christian Ministry	(1)
CED	3070	The Ministry of Compassion	(3)
CED	3140	Orientation to Field Education	(1)
CED	3170	Field Education in Compassionate Ministry**	(1)
CED	4680	Issues in Associate/Educational Ministry	(3)
		Three additional courses in related fields to be determined in consultation with student's advisor	(9)

Worship Ministry Professional Minor **33 hours**

PRA	1010	Perspectives in Christian Ministry	(1)
PRA	3000	Evangelism and Missions	(3)
PRA	3205	Foundations of Christian Worship	(3)
CED	3080	The Educational Ministry of the Church	
		or	
CED	4150	Congregational Development	(3)
CED	4680	Issues in Associate/Educational Ministry	(3)
CED	3140	Orientation to Field Education	(1)
CED	3180	Field Education in Worship Ministry	(1)
MUS	1000	Music Fundamentals	(3)
MUS	3100	Elementary Conducting	(2)
MUS	2500	Introduction to Church Music	(2)
MUS	3500	Hymnology	(3)
MUS	2520	Choral Literature and Pedagogy	(2)
MUS	1600	Beginning Class Piano	(1)
MUS	1820	Choral Union	(2)
		Applied Voice	(2)

General Electives* ** **14-17 hours**

Total **128-130 hours**

B.A. in Religious Studies

General Education **51 hours***

Major **45 hours**

Upper Division Bible (inc. BIB 2990, one OT course, and one NT course)	(12)
Church History (inc. CHI 3060)	(9)
Old and New Testament Theology	(6)
Systematic Theology I and II	(6)
Theology of Holiness	(3)
Philosophy* (choose from PHL 3000, 3010, 3020, 3070, 4010)	(6)
Living World Religions	(3)

Minor **15-18 hours**
(May not be in Christian Education or Youth Ministry)

General Electives **14-17 hours**

Total **128 hours**

*This requirement is waived for a minor in philosophy.

**A social work major doing compassionate ministry may not do CED 3170 Field Education in Compassionate Ministry (due to Social Work internship) but may take PRA 3000. Students who do field work at a Compassionate Ministry Center that has accredited course work would be granted equivalencies in the appropriate area of the minor.

***The Professional Worship Ministry minor has only 3 hours of electives.

Departmental Minors

Biblical Studies Minor — 15 hours

A total of 15 hours in Bible Courses numbered above 2000 in the *Catalog*.

Religious Studies Minor — 15 hours

A total of 15 hours in Religion beyond the general education requirements and excluding the professional courses in the department.

Philosophy Minor — 18 hours

PHL	2010	Introduction to Philosophy	(3)
PHL	3010	History of Philosophy I	(3)
PHL	3020	History of Philosophy II	(3)
		Electives in Philosophy	(9)

Biblical Hebrew Minor — 15 hours

HEB	2010	Beginning Hebrew	(3)
HEB	2030	Intermediate Hebrew	(3)
HEB	3010	Advanced Hebrew	(3)
Choice of two electives			(6)
		HEB 3200, 3210, 3300, 3400, 3600, 4330	

New Testament Greek Minor — 15 hours

GRK	2010	Beginning New Testament Greek	(3)
GRK	2030	Intermediate New Testament Greek	(3)
GRK	3010	Advanced Greek	(3)
Choice of two electives			(6)
		GRK 4010, 4020, 4040, 4050, 4230, 4330	

Biblical Languages Minor — 18 hours

A combination of Hebrew and Greek to total at least 6 hours from one biblical language.

Christian Education Minor — 15 hours

CED	3060	Foundations of Christian Education	(3)
CED	3080	Educational Ministry of the Church	(3)
CED	4110	The Christian Education Minister	
		or	
CED	4150	Congregational Development	(3)
		Upper Division Theology	(3)
		Upper Division Bible	(3)

Youth Ministry Minor — 15 hours

CED	3060	Foundations of Christian Education	(3)
CED	3080	Educational Ministry of the Church	(3)
CED	4130	Youth Ministry	(3)
		Upper Division Theology	(3)
		Upper Division Bible	(3)

Compassionate Ministry Minor			18-20 hours
BIB	2990	Introduction to Biblical Exegesis	(3)
CED	3070	The Ministry of Compassion	(3)
CED	4680	Issues in Associate/Educational Ministry	(3)
CED	3170	Field Education (as needed*)	(1-3)
Two options in Bible, Theology, or Church History (may include MIS 3140)			(6)
One option in Practics (may include MIS 4330)			(3)

*Social Work majors may substitute PRA 3000 for Field Education.

M.A. IN RELIGIOUS STUDIES

The purpose of the Graduate Studies in Religion program is to provide advanced and specialized study in religious studies beyond the baccalaureate degree with the intent to strengthen the academic and professional competence of the student as well as provide personal enrichment for those desiring to pursue in-depth religious studies. Graduate study presupposes a broad background of knowledge and preparation at the undergraduate level for the desired graduate program.

Generally, only students with a strong undergraduate record should seek to pursue graduate study. It is recognized that graduate studies differ both quantitatively and qualitatively from undergraduate studies.

The program is designed to meet the needs and goals of three potential groups:

1. Mature ministers who want to sharpen their skills through a sustained program of religious studies.
2. Recent college graduates who wish to do graduate work in the area of religion.
3. Thoughtful laypersons who desire to understand the Christian faith and ministry more clearly.

The Program of Graduate Studies in Religion is committed to the highest integrity and quality in all of its courses. Attention is given to both theoretical and practical emphases throughout the program.

Two types of instruction are available:

First, the primary course structure for the M.A. Program is offered in the form of a concentrated seminar consisting of 3 days per session with at least two sessions required per semester. These are preceded and followed by extensive preparation and research on the part of the students in order to maximize the time with the instructor. This special course structure is provided to allow ministers as well as others who are actively engaged in their profession to be involved in the program without seriously interfering with their normal responsibilities.

Second, certain courses in the undergraduate curriculum are designated as available to graduate students. A clear distinction is made between undergraduate and graduate work in these classes, and provision will be made to provide personal guidance to the graduate student who will normally be involved in a research project related to the subject area of the class, which will go significantly beyond the normal undergraduate requirements. No more than 15 hours may be taken from the undergraduate curriculum to apply towards the 33-hour M.A. Program.

A bulletin describing this program is available on request from the director of graduate studies in religion. Please call (615) 248-1378 for further information.

Religion and Philosophy Course Descriptions

REL 2000—Introduction to Biblical Faith (3)
An introduction to Biblical faith and literature designed to help the student acquire a knowledge of the basic content of Scripture as well as be able to employ basic Bible study skills.

REL 2890—Special Studies in Religion (1-3)
Special studies designed for students desiring to pursue general religious study in a selected area.

REL 3000—Christian Tradition (3)
An introduction to theology as it has developed in the history of the church with a view to understanding the relation between faith and life. Special attention is given to understanding the doctrine of holiness. Prerequisites: REL 2000, PHL 2010.

REL 4000—Christian Life and Ministry (3)
This course integrates Christian spirituality, life, and ministry. Through a wide variety of readings and experiences, care is given to evaluate the spiritual structure of the student and to understand spiritual gifts, disciplines, and what it means for each individual to be a constructive influence in the Church and society. Prerequisite: REL 2000. 3000, PHL 2010, and Senior classification.

RELIGION—BIBLICAL LITERATURE

BIB 2990—Introduction to Biblical Exegesis (3)
This course is designed to provide an introduction to hermeneutics, with emphasis on developing an understanding of the history, methods, and principles of exegesis and theological interpretation of Scripture. This course is the foundational prerequisite for all upper division biblical literature courses. Prerequisite: REL 2000.

BIB 3200—Pentateuch (3)
A historical and theological study of the first five books of the Old Testament. Prerequisites: REL 2000, BIB 2990.

BIB 3210—Psalms and Wisdom Literature (3)
A study of the devotional literature compiled in the Psalms and those books in the third division of the Hebrew canon commonly called wisdom literature including the Song of Songs, Proverbs, Job and Ecclesiastes. Prerequisites: REL 2000, BIB 2990.

BIB 3220—Apocalyptic Literature (3)
A study of the literary genre known as apocalyptic that flourished in the 1st centuries B.C. and A.D. including the canonical books of Daniel and Revelation. Prerequisites: REL 2000, BIB 2990.

BIB 3300—Deuteronomistic History (3)
A historical, literary, and theological study of the kingdoms of Israel and Judah as presented in Joshua, Judges, 1 and 2 Samuel, and 1 and 2 Kings. Prerequisite: REL 2000, BIB 2990.

BIB 3400—Old Testament Prophets: Pre-Exilic and Exilic (3)
A study in the phenomenon of prophecy in the Old Testament. Specific attention will be given to historical and exegetical analysis of those prophets preaching prior to and during the exile. Prerequisite: REL 2000, BIB 2990.

BIB 3600—Post-Exilic Literature and Faith (3)
A historical, literary, and theological survey of the post-exilic period through the study of the post-exilic prophets, the Megilloth, and the Chronicler's History. Selected apocryphal materials will also be examined. Prerequisite: REL 2000, BIB 2990.

BIB 4010—Matthew and Mark (3)
A study of the life and teachings of Jesus as presented in these two Synoptic Gospels, with special attention to their literary relationships, and the uniqueness of their respective portrayals of Jesus. Prerequisites: REL 2000, BIB 2990.

BIB 4020—Pauline Epistles (3)
The life and teachings of the Apostle Paul based on a careful analysis of the Pauline Epistles and Paul's travelogue in the Book of Acts. Prerequisites: REL 2000, BIB 2990.

BIB 4040—Johannine Literature (3)
An investigation of the characteristics, purposes, and central themes of the gospel and epistles of John. Prerequisites: REL 2000, BIB 2990.

BIB 4050—Luke—Acts (3)
A study of the Lukan writings as a literary unit which covers the history of the Gospel from its beginnings in the life and ministry of Jesus through its proclamation to the world in the life and ministry of the Early Church. Attention will be given to the literary relations between Luke and the other Synoptic Gospels, as well as to the unifying themes of Luke-Acts. Prerequisites: REL 2000, BIB 2990.

BIB 4230—Hebrews and General Epistles (3)
A literary, cultural and theological analysis of the Book of Hebrews and the smaller writings at the end of the New Testament, excluding the Johannine Epistles. Prerequisites: REL 2000, BIB 2990.

BIB 4240—Seminar in Biblical Studies (1-4)
For advanced students who desire to investigate in depth some segment of the Bible or a Biblical theme.

BIB 4330—Directed Study in Biblical Studies (1-3)
Special studies in selected areas under the guidance of a professor in the department.

RELIGION—THEOLOGY

THE 4090—Theology of Holiness (3)
The Biblical bases of the doctrine of holiness with special attention given to the Wesleyan understanding of Christian perfection.

THE 4140—Systematic Theology I (3)
This course will define the nature of theology as a systematic, logical and disciplined activity. The relation of theological method to the reflective development of doctrine will be explored. Primary attention will be given to the parameters of authority as they relate to the forming of theological convictions. Special attention will also be given to the doctrine of God, Related, One and Triune.

THE 4150—Systematic Theology II (3)
In dialogue with an appropriate understanding of theological method and the reality of God, this course will define the nature of humankind as related and alienated. It will deal with the meaning of salvation through a treatment of the person and work of Christ. The course will also treat the doctrine of the Spirit with special attention to the renewal of the image of God, the nature of the Church, the meaning of grace and sacrament, the ground and meaning of ministry and the fulfillment of history.

THE 4240—Seminar in Theology (1-4)
For advanced students who desire to investigate in depth some significant theologian or theological theme.

THE 4270—Old Testament Theology (3)
An examination of the discipline of Biblical theology historically and methodologically and a survey of the various theological genre found in the Old Testament. Prerequisite: REL 2000.

THE 4280—New Testament Theology (3)
A study of the central theological motif of the New Testament with the various theological expressions of it. Emphasizes both the unity and diversity of the New Testament. Prerequisite: REL 2000.

THE 4330—Directed Study in Theology (1-3)
Special studies in selected areas under the guidance of a professor in the department.

RELIGION—CHURCH HISTORY

CHI 3040—History of the Ancient and Medieval Church (3)
A survey of the major movements and figures of the Christian Church from the New Testament through the end of the 15th century. Doctrine, polity, church life, and worship in each period will be covered. Required before CHI 3050 and 3070.

CHI 3050—History of the Reformation and Modern Church (3)
A survey of the major movements and figures of the Christian Church from the Reformation of the 16th century a.d. to the present. Doctrine, polity, church life and worship will be covered. Prerequisite: CHI 3040.

CHI 3060—History and Polity of the Church of the Nazarene (3)
The history of the Church of the Nazarene with special attention given to its organization and distinctive mission. The place of the Church of the Nazarene in the history of the Christian Church in North America and its relation to the Holiness Movement and other Holiness Churches will be covered. This course is necessary for ordination in the Church of the Nazarene. Non-Nazarene students majoring in Religion may petition for a special study in their own denominational history and polity. Prerequsite: CHI 3040 recommended.

CHI 3070—History of the Church in North America (3)
A survey of the major movements and figures of the Christian Church in North America. Doctrine, polity, church life, and worship in each period will be covered. Prerequisite: CHI 3040.

CHI 4240—Seminar in Church History (1-4)
For advanced students who desire to investigate in depth some influential person in church history or some important aspect of the history of the church.

CHI 4330—Directed Study in Church History (1-3)
Special studies in selected areas under the guidance of a professor in the department.

RELIGION—PRACTICAL THEOLOGY

PRA 1010—Perspectives in Christian Ministry (1)
An overview of the practice of ministry for Religion Majors preparing for full-time Christian service and leadership. The course includes a review of the various disciplines that inform the practice and a preliminary introduction to supervised ministry. A required course for all professional ministry minors prior to field education and advance practics courses. Grades S/U.

PRA 3000—Evangelism and Missions (3)
This course concentrates upon the theology, history, theory, and practice of personal and corporate evangelism and global missions. Attention is given to personal evangelism and cross-cultural communication; church growth principles are reviewed in relation to the broader fields of evangelism and missions.

PRA 3105—Principles of Preaching (2)
An introduction to homiletical theory, sermon preparation, and delivery. Includes preparation and delivery of sermons. Prerequisite: BIB 2990.

PRA 3110—Biblical Preaching (2)
An advanced course in expository sermon construction and delivery. Includes preparation and delivery of sermons. Prerequisite: PRA 3105.

PRA 3205—Foundations of Christian Worship (3)
This course will consider the worship

leader's role in crafting the worship service and experience. It will concentrate upon creating an understanding of the different rubrics of worship, the way they have been and are used in the Church, and how these along with the theology of worship and worship styles work together to create the worship service and the identity of Christians who worship through them.

PRA 3300—Pastoral Theology (2)
An overview of the theological tasks associated with the call to pastoral ministry and the biblical and contemporary roles of the pastor. Particular attention is given to the identity of the minister, the context of the church in ministyr, and the tasks of servant leadership, prayer, and worship within the community of faith.

PRA 3310—Pastoral Care and Counseling (2)
An overview of the general care and counseling roles of pastoral ministry. Attention is given to a critical discernment of the various theories of counseling and the implementation of the broader task of directing the church toward pastoral care.
Specialized subjects such as hospital visitation, grief counseling, family systems, and spiritual direction are addressed.

PRA 3320—Pastoral Administration and Leadership (2)
An overview of the task of organizing and leading the church for ministry. Attention is given to the personal habits of the minister and the general processes of leadership and administrative oversight of the church.

PRA 3710—Practicum in Intercultural and Community Development Skills (3)
A field-based, experiential course designed to introduce the student to developmental skills for cross-cultural community service or ministry. Students are also introduced to skills needed for initiating and maintaining sustainable communities. This course is offered through the HEART Institute (Lake Wales, FL). Students must be pre-approved before enrolling. Cross-listed as COM 3700 and SOC 3700.

PRA 4000—Supervised Pastoral Ministry (1-3)
Pastoral practice open only to Religion Majors. Students work under the supervision of the director of field education and an approved pastor. Specific areas of observation and practical service are included. Credit may be obtained only through prearrangement with the director of field education. To be taken in the Junior year. This class may be repeated for a maximum of six hours. Graded S/U.

PRA 4240—Seminar In Practics (1-4)
For advanced students who desire to investigate in depth some practical problem, issue or theory relating to ministry.

PRA 4300—Ministers' Workshop (1)
Special course for ministers designed as continuing education.

PRA 4330—Directed Study In Practics (1-3)
Special studies in selected areas under the guidance of a professor in the department.

PRA 4500—Field Education In Religion (1-3)
Pastoral education open only to Religion Majors. Field based education for Pastoral Ministry in an approved ministry site. Credit may be obtained only through prearrangement with the director of field education. This class may be repeated for a maximum of six hours. Graded S/U. Prerequisite: PRA 1010, 4000.

BIBLICAL LANGUAGES

GRK 2010—Beginning New Testament Greek (3)
The basic elements of New Testament Greek with special emphasis on pronunciation, forms, vocabulary and syntax.

GRK 2030—Intermediate New Testament Greek (3)
More detailed study of the grammar and

syntax of New Testament Greek accompanied by sight translation of selected readings in the Gospels and/or Epistles.

GRK 3010—Advanced Greek (3)
Emphasis on translation of selected passages from the Greek N.T. stressing grammatical and textual matters.

GRK 4010-4020-4040-4050-4230 (3)
For descriptions see biblical literature courses with equivalent numbers with which these courses are concurrently taught. Students receiving credit in Greek study from the Greek New Testament.

GRK 4330—Directed Study in Greek (1-3)

HEB 2010—Beginning Hebrew (3)
The basic elements of Old Testament Hebrew with emphasis on the structure of the language and vocabulary.

HEB 2030—Intermediate Hebrew (3)
Further study of the language with emphasis on translation from the original text.

HEB 3010—Advanced Hebrew (3)
Emphasis on translation of selected passages from the Hebrew Bible, stressing grammatical and textual matters.

HEB 3200-3210-3300-3400-3600 (3)
For descriptions see biblical literature courses with equivalent numbers with which these courses are concurrently taught. Students receiving credit in Hebrew study from the Hebrew Bible.

HEB 3500—Hebrew Reading (1)
Primary emphasis on rapid reading of the language. May be taken in conjunction with another Hebrew course.

HEB 4330—Directed Study in Hebrew (1-3)

PHILOSOPHY

PHL 2010—Introduction to Philosophy (3)
A general introduction to philosophical inquiry through a study of the work of representative philosophers.

PHL 3000—Critical and Constructive Thinking (3)
A study of thinking and thought, including the principles of reasoning and their application in the analysis of argument and detection of fallacies. No prerequisite required.

PHL 3010—History of Philosophy I (3)
An intensive study of ancient and medieval philosophy from the pre-socratics through William Ockham. Primary attention will be given to the philosophy of Plato and Aristotle.

PHL 3020—History of Philosophy II (3)
An intensive study of modern philosophy, from the seventeenth century to 1900. Special attention is paid to the work of Descartes, Hume, Kant, Hegel, Schopenhauer, Marx, Kierkegaard, James, and Nietzsche.

PHL 3070—Ethics (3)
A study of the major moral theories of western philosophy with particular attention given to intellectual, cultural and philosophical influences. The course will include treatment of several contemporary moral problems in light of the resources of western philosophy.

PHL 3140—Living World Religions (3)
See description under MIS 3140.

PHL 4000—Contemporary Philosophy (3)
A study of contemporary philosophical work with special attention to the transition from modern philosophy to postmodern philosophy. Significant attention will be given to the work of Whitehead, Wittgenstein, Heidegger, and Sartre. Some attention will be given to the work of Gadamer, Quine, Austin, Davidson, Foucault, and Derrida. Prerequisite: PHL 3010 or PHL 3020 or special permission of the instructor.

PHL 4010—Philosophy of Religion (3)
A study of the nature of religion, the reality of God, the relationship of faith to reason, and religious language through readings in and discussions of the works of philosophers who have made unusually significant contributions to the field. Prerequisite: PHL 2010, its equivalent or special permission from the instructor.

PHL 4080—Seminar In Philosophy (1-4)
Concentrated study in the work of one or more philosophers. Prerequisite: PHL 2010 or its equivalent and permission of the instructor.

PHL 4330—Directed Study In Philosophy (1-3)
Special studies in selected areas under the guidance of a professor in the department.

CHRISTIAN EDUCATION AND YOUTH MINISTRY

CED 2990—Summer Ministries Practicum (1-3)
This course is designed to integrate academic study with practical involvement in the summer ministries programs of the Church of the Nazarene. It emphasizes the nature and background of the specific ministries, cross-cultural understandings, philosophy of ministry, personal growth, along with other foundational issues. Prerequisite: CED 3060 or CED 3080 or permission of the instructor.

CED 3060—Foundations of Christian Education (3)
An introductory course into the foundational issues which inform and constitute the ministry of Christian Education, including an overview of the various models of Christian Education.

CED 3070—The Ministry of Compassion (3)
An introductory course into the background of compassionate ministry and the areas of possible ministry development.

CED 3080—The Educational Ministry of the Church (3)
A preliminary exploration into the total education ministry of the church, particularly through age level ministry. Attention will be given to the teaching/learning process (including biblical teaching), and developing the learning community in the church.

CED 3140—Orientation to Field Education (1)
An orientation to the development of the Field Education Covenant in preparation for Field Education. Graded S/U. Must be taken prior to CED 3150, CED 3160, or CED 3170.

CED 3150—Field Education in Christian Education (1-3)
Field based education for Christian Education Ministers in an approved ministry site. Graded S/U. Prerequisite: CED 3140.

CED 3160—Field Education in Youth Ministry (1-3)
Field based education for Youth Ministers in an approved ministry site. Graded S/U. Prerequisite: CED 3140.

CED 3170—Field Education in Compassionate Ministry (1-3)
Field based education for persons entering Compassionate Ministry in an approved ministry site. Graded S/U. Prerequisite: CED 3140.

CED 3180—Field Education in Worship Ministry (1-3)
Field based education in an approved site for those persons entering the worship ministry. Graded S/U. Prerequisite: CED 3040.

CED 4110—The Christian Education Minister (3)
An advanced course in the purpose and mission of the minister of Christian education. Particular attention will be given to understanding the various potential roles of the minister of Christian education

(including advanced preparation for such areas as children and adult ministry) as well as organizing Christian education. Prerequisites: CED 3060 and CED 3080.

CED 4130—Youth Ministry (3)
An advanced course on the development of youth ministry. Particular attention is given to understanding youth, to the development of a philosophy of youth ministry, and to the organization of comprehensive ministry. Prerequisites: CED 3060 and CED 3080.

CED 4150—Congregational Development (3)
The nature of the church as congregation and the role of education in the development of congregational life are focal themes. Attention will be given to such issues as congregational identity, team planning, principles of change, group formation and development, models of leadership and administration, and conflict management.

CED 4210—Special Topics in Christian Education (3)
For advanced students who desire to investigate in depth a particular topic or issue of Christian education.

CED 4220—Special Topics in Compassionate Ministry (3)
For advanced students who desire to investigate in depth a particular topic or issue in compassionate ministry.

CED 4230—Special Topics in Youth Ministry (3)
For advanced students who desire to investigate in depth a particular topic or issue in youth ministry.

CED 4330—Directed Study in Christian Education (1-3)
Includes special projects or specialized research under the supervision of instructor.

CED 4560—Leadership in the Christian Organization (3)
Crosslisted as COM 4560.

CED 4680—Issues in Associate/ Educational Ministry (3)
An integrative course designed to interact with various contemporary issues within the discipline of associate and Christian education ministries, including youth ministry, worship, and compassionate ministry. Attention will be given to the study of practical theology, issues in multiple staff, and to the development of individual research within the student's particular area of interest within Christian education.
Prerequisites: CED 3060 and CED 3080 or PRA 3205; either CED 3050, CED 3060, CED 3070 or CED 3080; and either CED 4010, CED 4030, or CED 4050, or permission of the instructor.

MISSIONS

MIS 3140—Living World Religions (3)
A study of the development and central concerns of oriental philosophy and religion. Special attention is paid to Hinduism, Buddhism, Confucianism and Taoism.

MIS 3600—Foundations of Christian Missions (3)
An overview of the foundational issues that impact contemporary Christian missions including theological and historical sources for missions as well as contemporary theories of culture and communication and their impact upon cross-cultural witness.

MIS 4330—Directed Study in Missions (1-3)
Includes special projects or specialized research under the supervision of an instructor.

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DEAN BLEVINS ..... Religion and Philosophy
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G. MICHAEL MOREDOCK ..... Natural and Applied Sciences
FRED MUND ..... Music
ALICE PATTERSON ..... Education
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KATHLEEN PHILLIPS ..... Education
MARY PHILLIPS (on leave) ..... Business
CYRUS POUR ..... Science and Mathematics
TERRY PRUITT ..... Social and Behavioral Sciences
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GREGORY RUNYAN ..... Business
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B.S., Winthrop College, 1955; M.A.T., Winthrop College, 1975; Ed.D., Tennessee State University, 1991.

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B.A., Central State Teachers College, Oklahoma, 1934; M.A., George Peabody College, 1937.

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B.A., Olivet Nazarene University, 1951; B.Mus., 1954; M.Mus., University of Illinois, 1956.

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B.A., Trevecca Nazarene University, 1942; M.A., George Peabody College, 1945.

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B.S., University of Florida, 1933; M.S., 1935; Ph.D., University of Wisconsin, 1939.

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B.A., Trevecca Nazarene University, 1957; M.Div., Nazarene Theological Seminary, 1960; Ph.D., Vanderbilt University, 1967.

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B.S., Murray State College, 1952; M.S., Vanderbilt University, 1953.

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B.A., Trevecca Nazarene University, 1959; B.D., Nazarene Theological Seminary, 1962; M.A.T., University of Louisville, 1970; D.A., Middle Tennessee State University, 1975.

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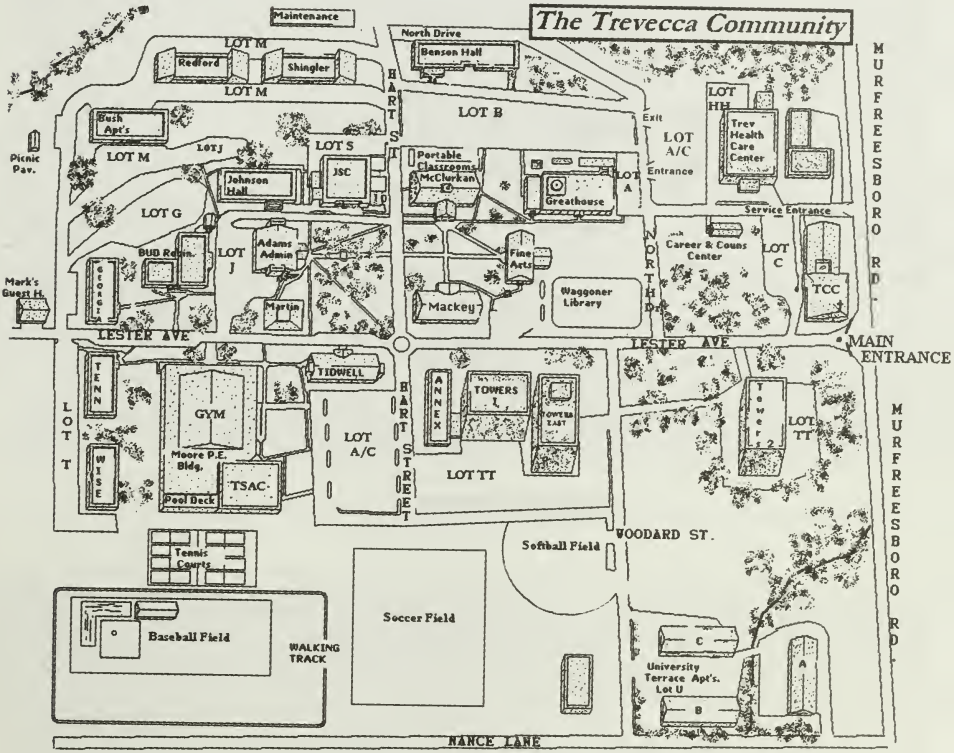
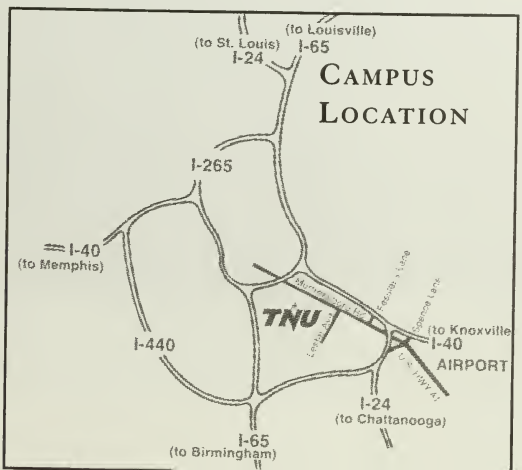
TREVECCA NAZARENE UNIVERSITY
Campus Map





Sources of Information

The University welcomes visitors to the campus at any time. During the academic year the administrative offices are open between the hours of 8:00 A.M. and 4:30 P.M., Monday through Friday. The post office address is 333 Murfreesboro Road, Nashville, Tennessee 37210-2877. The University telephone number is 615-248-1200. E-mail: www.trevecca.edu.

Below are listed the offices to which inquiries of various types should be directed:

Academic Affairs	615-248-1258	acad_affairs@trevecca.edu
Academic Records	615-248-1267	acad_records@trevecca.edu
Academic Support	615-248-1267	acad_support@trevecca.edu
Admissions		
Graduate Education Admissions	615-248-1201	admissions_ged@trevecca.edu
Graduate Psychology Admissions	615-248-1417	admissions_psy@trevecca.edu
Graduate Religion Admissions	615-248-1378	admissions_rel@trevecca.edu
Graduate Physician Assistant Admissions	615-248-1783	admissions_pa@trevecca.edu
MHR Program Admissions	615-248-1529 or 800-818-4256	admissions_mhr@trevecca.edu
MAOM Program Admissions	615-248-1529 or 800-818-4256	admissions_maom@trevecca.edu
Post-Baccalaureate Admissions	615-248-1233	admissions_bac@trevecca.edu
Undergraduate Admissions	615-248-1320 or 888-210-4TNU	admissions_und@trevecca.edu
Alumni Department	615-248-1350	alumni@trevecca.edu
Campus Visitation	615-248-1320 or 888-210-4TNU	visits@trevecca.edu
Career & Counseling Center	615-248-1237	ccc@trevecca.edu
Financial Aid	615-248-1242	financial_aid@trevecca.edu
Questions about email addresses?	615-248-1236	postmaster@trevecca.edu
Student Accounts	615-248-1315	stu_accounts@trevecca.edu
Student Development	615-248-1245	stu_development@trevecca.edu

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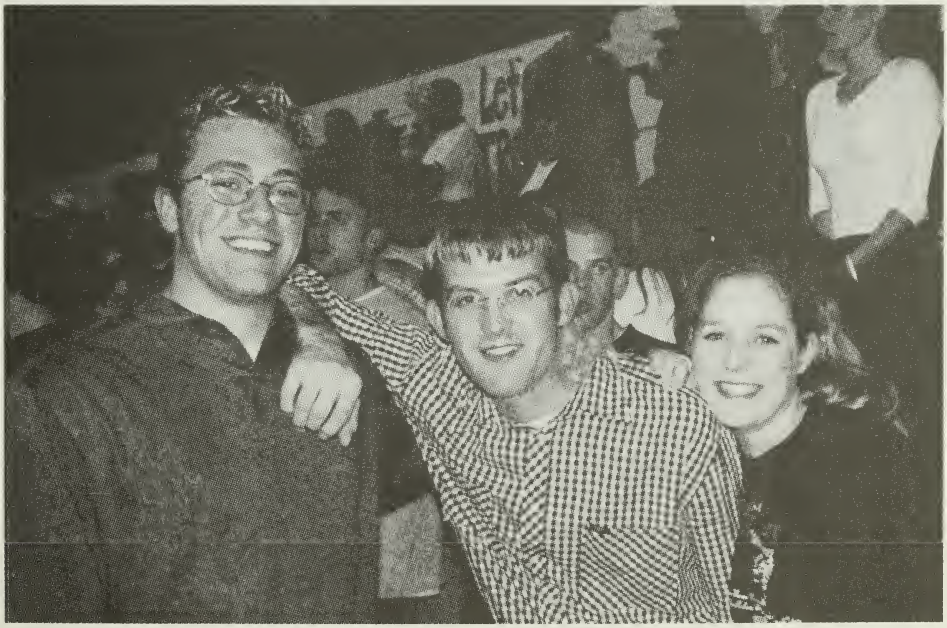

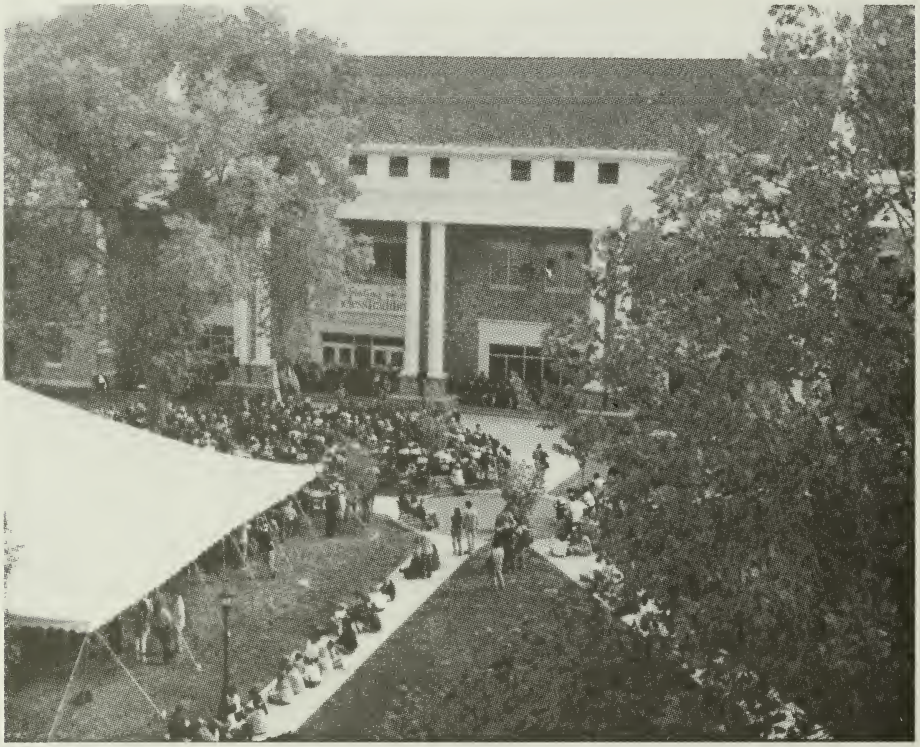

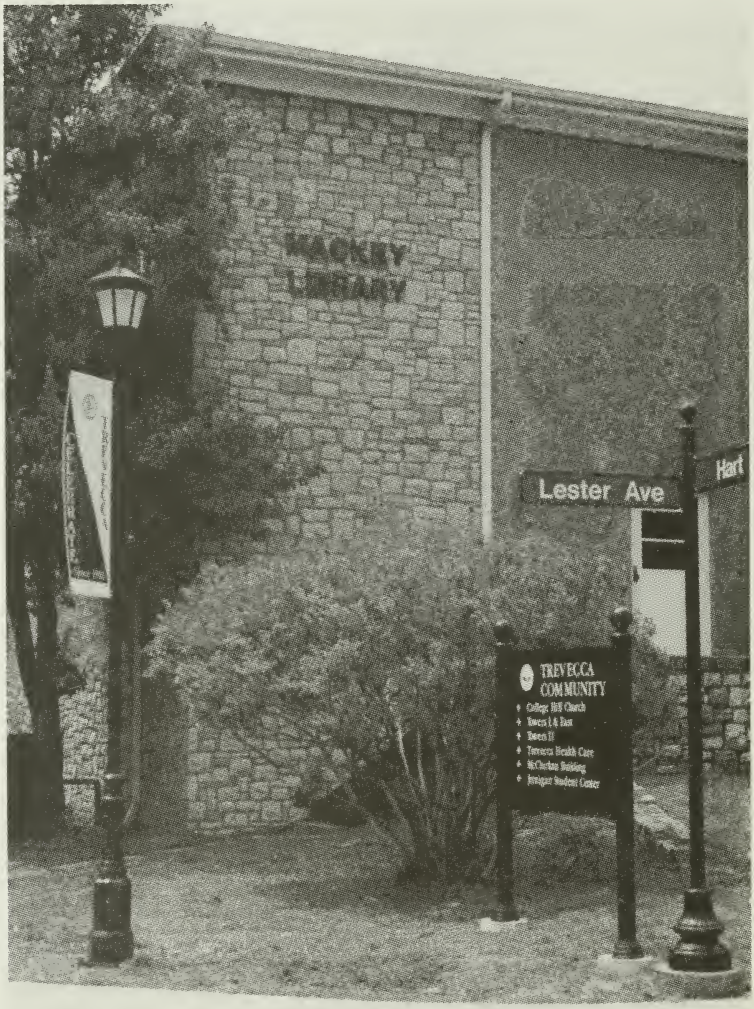
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Towers II
Towers Health Care
McClurkan Building
Jernigan Student Center